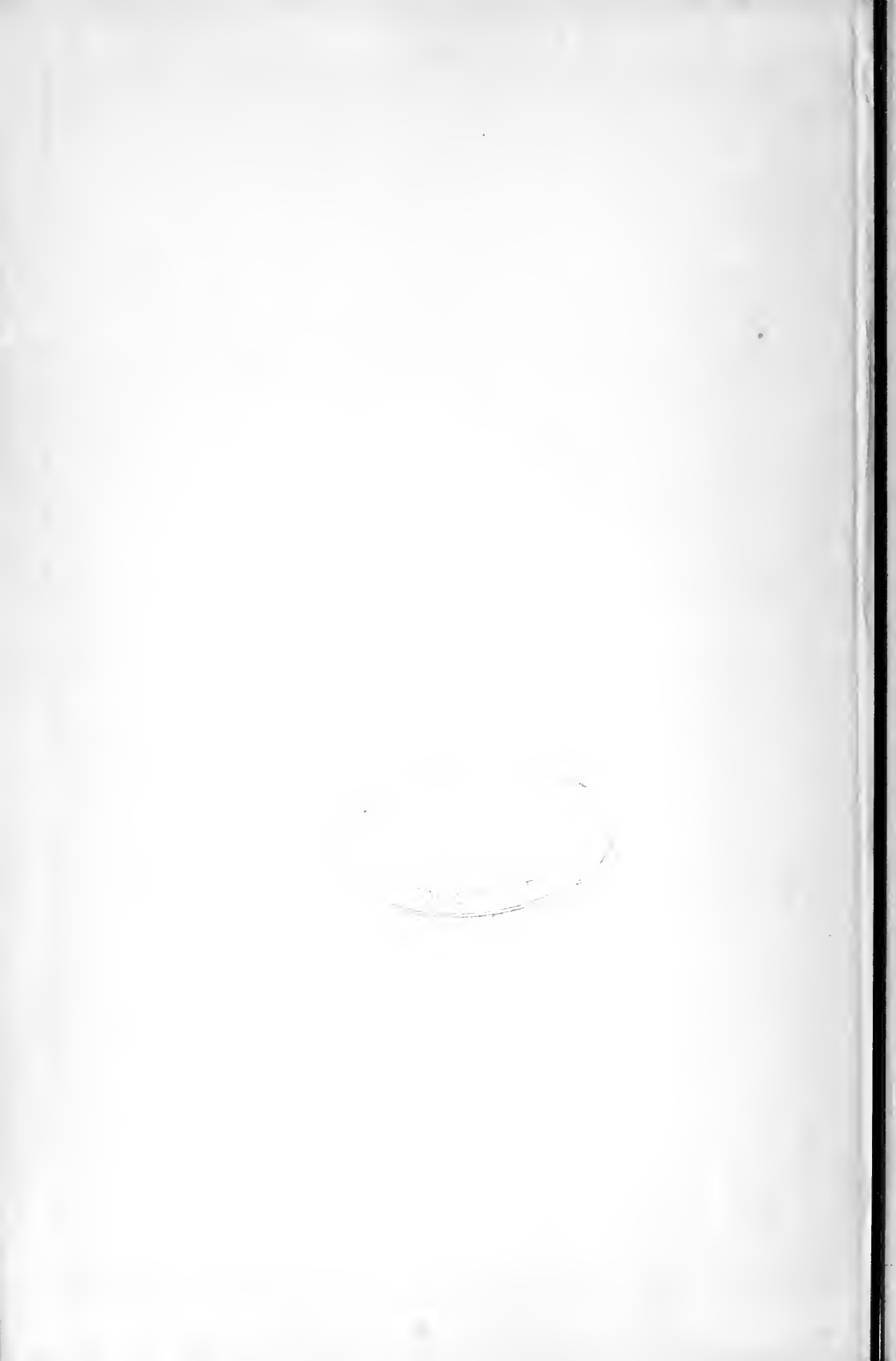


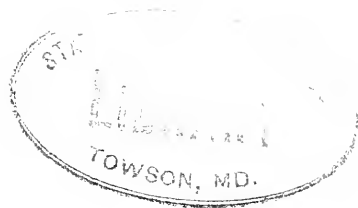
THE MARYLAND STATE
TEACHERS' ASSOCIATION,
45 ANNUAL MEETING.

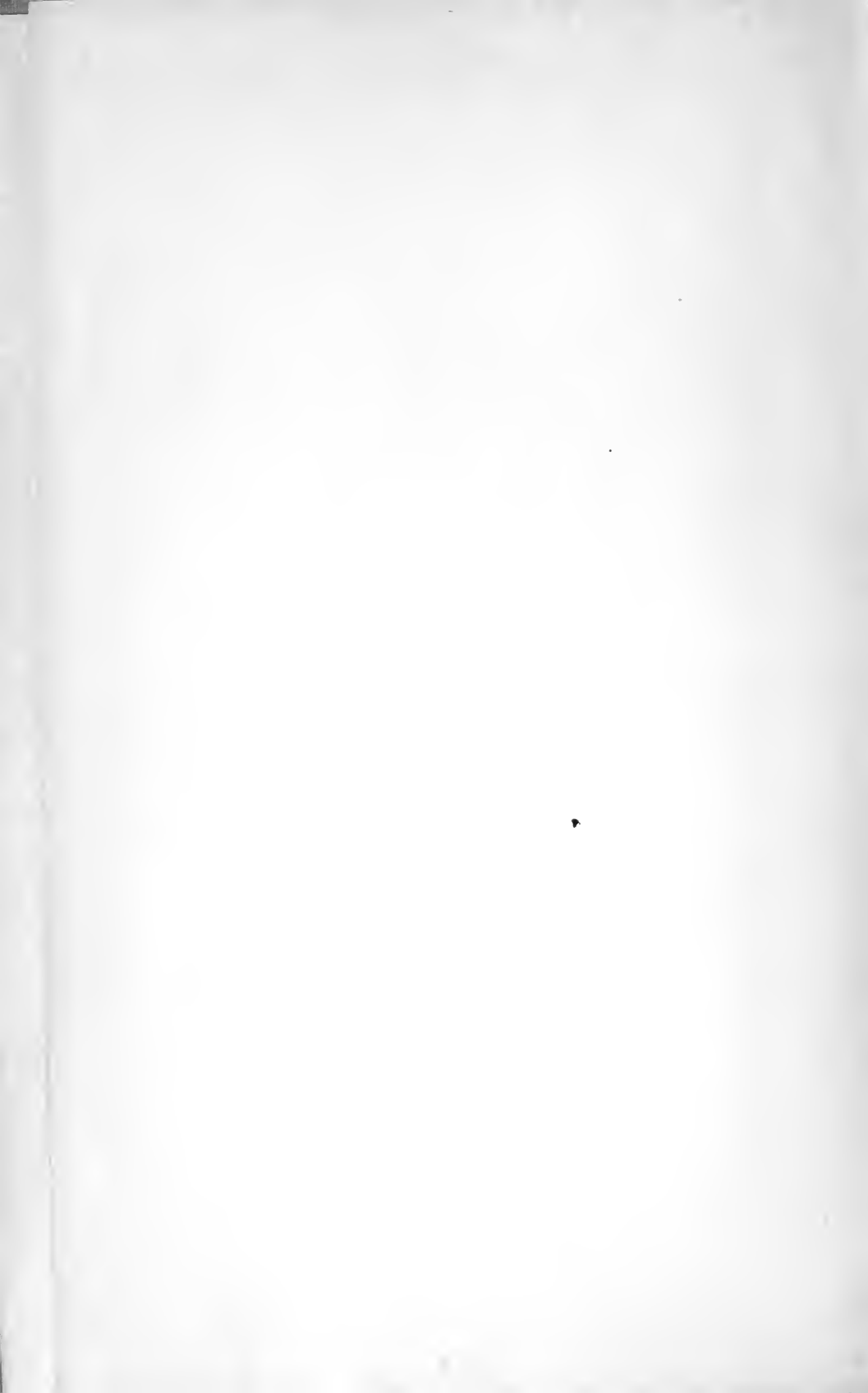
JUNE 25, 26, 27, 28, 1912.

BRADDOCK HEIGHTS, MARYLAND.

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HON. P. P. CLAXTON
United States Commissioner of Education.

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FORTY-FIFTH
ANNUAL MEETING
OF THE
Maryland State
Teachers' Association

AT
BRADDOCK HEIGHTS

ON
TUESDAY, WEDNESDAY, THURSDAY
AND FRIDAY

JUNE 25—28, 1912.



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Officers of the Association

President

EARLE B. WOOD,
Superintendent, Montgomery County.

Vice-President

HOWARD C. HILL,
Principal High School, Cumberland, Md.

Second Vice-President

B. J. GRIMES,
Superintendent, Centreville.

Treasurer

DR. R. BERRYMAN,
Baltimore, Md.

Secretary

HUGH W. CALDWELL,
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Executive Committee

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Rockville

HOWARD C. HILL,
Baltimore.

THOMAS C. BRUFF,
Towson.

LIDA LEE HALL,
Baltimore.

CHARLES H. REMSBURG,
Frederick.

STATE DEPARTMENT OF EDUCATION

SUPERINTENDENT'S OFFICE

PREFATORY

The Maryland State Teachers' Association has evidently entered upon a more prosperous era and occupies higher ground in our educational system than ever before in its history.

The forty-fifth annual session held last summer at Braddock Heights was remarkable in its attendance and the quality of its program. The goal of a membership of one thousand was almost reached—over nine hundred enrolling. The same zeal which has been put into the preceding meetings by the officers of the Association and the members of the executive committee, if maintained, will easily secure the one thousand enrollment which all of us have devoutly wished for and striven to obtain.

To have had as speakers at the meeting such distinguished educators as Dr. P. P. Claxton, United States Commissioner of Education and Superintendent Dr. W. M. Davidson, of the Washington City Schools, speaks well for those who arranged the program and shows that the Association is growing in importance. The work of the several departments of the Association improves each year in its character and its scope becomes more far reaching.

May it be the purpose of every teacher and official to make whatever sacrifice is necessary to at least double the membership and bring to the program the best talent obtainable.

Respectfully submitted,

M. BATES STEPHENS,
State Superintendent.

Annapolis, Md.

January 10, 1913.

1912

DEPARTMENT OF EDUCATION

State Superintendent's Office

Annapolis, Maryland

The forty-fifth annual meeting of the Maryland State Teachers' Association was called to order Tuesday evening, June 25th.

The orchestra rendered several musical selections after which Rev. Isaac Motter, of Frederick, offered the following prayer:

"We will open the meeting of the teachers by invoking the Divine blessing:

"O Thou Eternal God, Thou King of Kings and Lord of Lords, and yet our Father and the Father of our Lord and Savior Jesus Christ, we, Thy children, come unto Thee as our Father this evening and invoke Thy blessing upon this organization and upon its individual members. Heap upon them the guidance and the increase of Thy Spirit in all of their deliberations and in all of their work.

"We pray Thy blessing to rest upon the educational institutions of this great State. We especially pray for those in authority; for the State Board of Education; for the superintendents of the various counties, and for the teachers, praying Thee that they may give themselves up more fully to the high service in which they are engaged. And do Thou grant that in all of their deliberations they may be directed by Thy Great and Holy Spirit. And that Thy peace and love and good will may abide with them; so that in all of their deliberations they may be free from all error, from all pride and from all prejudice, and may work together in peace and harmony and have such rules and regulations as shall be for the betterment of the schools.

"And do Thou give to all in authority, the teachers and the superintendents, a deep sense of their responsibility for the training and the nurturing of the young. And may there come from our schools a youth who is nurtured in soul and trained in mind for any occasion in the various works of his life, and may the world be better for their training and for their discipline.

"We ask Thy blessing to be with the members of this organization, and Thy Spirit to be with them, so that all of their work beginning and ending in Thee—that they may finally attain everlasting life, through Jesus Christ. Amen."

The President introduced the first speaker of the evening as follows:

"Ladies and Gentlemen: It is my pleasure this evening to present, not to introduce to many of you, one of the most distinguished men that Western Maryland has produced in the last quarter of a century—a young man, the youngest man that ever occupied the position of Chief Justice of this Circuit. A scholarly man, one well-versed in the law, a man whose literary attainments have given him a reputation all over the State of Maryland, and I take great pleasure tonight in presenting to you the Honorable Hammond Urner, Chief Judge of the Sixth Judicial Circuit of Maryland, who will deliver the address of welcome."

HON. HAMMOND URNER'S ADDRESS OF WELCOME.

"Members of the Maryland State Teachers' Association, Ladies and Gentlemen:

"The introduction to which I have just listened is so overwhelming that I feel almost disqualified to undertake to deliver what has been described as the 'Address of Welcome.'—

"I had expected to give myself the pleasure of saying something with reference to the distinguished President of the Association. I do not believe that I will permit myself to be diverted from that purpose, even though my comments be at the risk of the suggestion of an idea to your minds, that of the President and myself having secret arrangements in reference to the exchange of bouquets.

"When it was suggested to me by President Wood, several months ago that I might be called upon to participate in the exercises of this evening, I was compelled to give him such an indefinite answer that I could not have had a just cause of complaint at the idea of my participation in the program having entirely passed out of his recollection, but I find that his memory is equal, if not superior to that possessed by an inhabitant of the same county over whose education he presides. The other inhabitant to whom I refer had been called to Frederick to testify in a case which had been removed to this county from Montgomery. He had testified to a fact of considerable importance, a fact that had occurred some years prior to the trial. Being pressed as to the accuracy of his testimony he said that "Notwithstanding the lapse of time, he could remember it just as well as if it happened tomorrow morning." I think the memory possessed by the President of the Association and that which has been suggested by the gentlemen to which I refer would prove that all of the gentlemen of the Association are possessed with exceptionally good memories.

"I stated to the President that my address of welcome would be necessarily informal, but I assure you that it will be none the less earnest and sincere. It may be a matter of interest to you and I am sure it is one of satisfaction to myself in extending to you this welcome to comply with a request that I assure you that your presence here is gratifying to every resident of Braddock Heights. The fact is that only a few nights

ago in council assembled I was specifically authorized to take every occasion to say for them that you are welcome into their midst and that they extend to you the hospitality of the mountains, and I am sure that if an opportunity had been afforded to call together a convention of the people of Frederick County, they would have unanimously and enthusiastically commissioned me to say to you that they are highly gratified that you have for the second time chosen this place for your annual meeting, and I am sure that the unanimity of that supposed and imaginary convention would have placed us in a position which can hardly be compared with the conventions with which we are familiar.

“There are many reasons for our gratification at your presence in our midst. I might say in the first place that we are very glad to have you with us independently of any cause you represent, but for your individual and personal account, that we recognize in you a visible presence. I am so sure that you will so readily agree to that opinion that it will not be found necessary to submit it to superior argument. But aside from your superior worth, we are glad to welcome you here for what you represent. You represent not your own individual selves, but one of the most important and one of the most powerful agencies of this great State of which we are so proud. The people of Frederick County are interested in the education, we are interested in our own schools, we are proud of our teachers. We take pride in the work of our teachers and in their progressive spirit. We believe that we have in Frederick County an exceptionally high class of teachers.

“It is a case in which you are peculiarly welcome, because you come during the administration of President Wood. He stands upon his native heath. It was in Frederick County that he was born and reared. It was Frederick County also that generously, though reluctantly, permitted him to go thoroughly into the public educational system and aid in the education of the young manhood and womanhood of the State. We have taken personal pride in his work and we are glad that he has come to Frederick County to hold his annual meeting.

“We offer you the freedom of the mountains. It is one of the traditions of history that the mountains are the home of freedom. We invite you, entirely without limitation of enjoyment, to the scenery which is here to be found.

“We are proud not only of the quality of the soil, but we are proud also of the industry of the farmers who have combined with the forces of nature, by working in harmony to produce the peace and plenty that stretches out on every hand. And we think it may be of interest to realize as you already do that this county is rich in historical associations. It will be pointed out to you undoubtedly by some of those who are familiar with the mountain that there is a well defined depression extending up the mountain side, indicating the course of the old Braddock road, up which General Braddock advanced, and which was probably traversed by Washington and a regiment of colonial soldiers. On this mountain a skirmish occurred and the great armies of the confederacy passed

and repassed and it was in reference to this particular region that Whittier spoke when he described the troops as marching "over the mountain wall." In the old stage coach it is this highway which is visible from the foot of the mountain and which you will probably visit during the recesses of your sessions, and see the route of travel to the west. It was said that Henry Clay regularly used that line of travel and it is said that he remarked that it was "worth a trip across the Atlantic Ocean to have such a view." And there is also a tradition that Washington on his surveying expedition was so impressed he declared that these hills were the "garden spot of the world."

"I intended to state in the beginning that my remarks would be very brief. There is just one suggestion I wish to make at the conclusion of this address of welcome, and that is when you get to the summit of the mountain you find that your visible horizon is widened and you get a much broader view than the view that is possible from the foot of the mountain. So it seems to me that you are inspired to take a larger and broader view of the work in which you are engaged. You very readily understand that the teacher seated at his desk is confronted with problems and with details and with questions, and with trials, and possibly with tribulations that interfere to a very considerable extent with his taking a very broad view, for the good of the community for whose welfare he is working. He has to deal with the young idea as it is being developed. He is confronted with difficulties which tax his ingenuity, which probably always tax his patience. He has all his energies and his attention directed constantly to the immediate details of his work, but when he comes here with the other teachers of the great State of which he is a citizen and of whose work we are always proud, he has a chance to look out over the broad field of his activity and to realize that the work, which is so often performed most unostentatiously, often under conditions which make him feel that his work is useless, is one of the fine agencies which tend to uplift the manhood and the womanhood of his country.

"We all agree that the education of the young manhood and womanhood of this country is one of the most important missions to which human effort can be devoted. It is because the public system of education has been conducted and maintained by such a high body and is inspired by such high ideas of specific duties that it has produced such a superior young manhood and womanhood in this nation.

"I welcome you to Braddock Heights and to Frederick County and I trust that your visit here may not only be full of interest, but that it may be full of physical benefit, so that you may return to your work in the fall feeling better equipped for the work before you. And I may conclude with the expression of the hope that this second visit to Braddock Heights may lead to such an attachment to this county that you may adopt it as the place for your annual meetings."

The President introduced Supt. Woodland C. Phillips, as follows:

"A distinguished educator of the State of Maryland will now re-

spond to the address of welcome, Superintendent Phillips, of Howard County."

SUPT. WOODLAND C. PHILLIPS' RESPONSE.

"Mr. Chairman, Co-Workers of the Maryland State Teachers' Association, Ladies and Gentlemen:

"To stand in the Vanguard of a force which is leading on nearly a quarter of a million of the children of our State is indeed a position of honor and a trust which cannot be too carefully considered. To have been selected to represent nearly six thousand of the teachers and school officials of the State on this occasion, is indeed no trivial honor.

"In behalf of that class of our children who are moulding consciously or unconsciously the minds, the manners, and the morals of the children of our commonwealth, fitting them for a life of honor and glory, I thank you, Judge Urner, for your words of welcome and your manifestation of interest in our welfare.

"In the name of all that tends to elevate our calling, to give character to our profession and success to our labors, we sincerely appreciate your most cordial welcome. We would have been delighted to have received such a welcome from anyone, but when it comes from the heart of one of Frederick's most distinguished citizens, we especially cherish it, as only true Marylanders can do.

"I have never had the pleasure of Judge Urner's acquaintance until tonight, yet I have known him by his splendid reputation in public life for several years; and I assure you, sir, if it were possible to wear higher honors than your judicial ones, you certainly would have the warm and hearty support of the school people of Maryland.

"Three times has this State Teachers' Association met in this beautiful and progressive county. It was delightful that we, after the lapse of so many years, met again last year in this very place, the road that Braddock traversed near the city, which was occupied by the Confederate troops during the Civil War, and where the last time the citizens were forced to pay a very heavy ransom.

"I say it is delightful to be here tonight on these breezy heights overlooking the beautiful and fertile valleys below, near the city, made famous by Wittier in his "Barbara Fritchie," and where so many war memories cluster around us.

"To hear from the Speaker words of commendation for the profession in which we are engaged indeed fills us with considerable pride. We stand for something, this noblest of all professions; and while it brings cares, responsibilities and almost unceasing toil, yet, "It is a delightful task to rear the tender thought, to teach the young idea how to shoot." We believe that there are in our hands as educators great possibilities, and we certainly know the responsibility resting upon us.

"Among these is strength of character, which is certainly one of the most commendable attributes of man. We are saturated with the idea



WOODLAND C. PHILLIPS
Superintendent of Schools, Howard County.

that education is a preparation for life, that it is a preparation for citizenship, and that the result of our work is shown in the capabilities and acquisitions of our pupils as they go out from school into the work of life. The great zeal for the education of the young, which grows as the population increases, penetrates into the public mind more and more and manifests itself in more and more decided ways.

“While circling the globe through the march of progress, many great problems have been settled. The problem of education still waits its final solution. What are the essentials in education? This question has been considered for countless ages. The final answer may never be given. The fads of one age are the necessities of another.

“We have passed the period when the three R’s were considered sufficient for the accomplishment of an education. To the R’s have been added the three royal H’s, the head, the heart, and the hand.

“That man whose head is stored with a knowledge of nature and the laws of her operations; whose hand is trained to be the ready servant of his head, and whose heart re-acts with love for all beauty and with hate for all vileness has a liberal education.

“School is life itself for the child. If your child or mine passes out at any period of his existence, let us hope that his life has been so regulated by us that we may feel thankful our child lived up to his highest possibilities. Never was there a time when education is receiving so much attention and given such wide recognition as it is in our country today. It is no longer a movement of a few philanthropists, or of a few religious societies, but it is an essential part of the public administration for which the States, the cities, and counties appropriate every year more money than any other country in the world has hitherto devoted to the education of the people.

“Millions of dollars are being spent for it every year and the strongest men of our generation are devoting their lives to it.

“From the standpoint of the money invested and the quality of the people engaged in it, education stands in the very forefront of the interest of the American people. And this is not a matter of chance.

“It is the earnest, patient effort of a great nation to solve her problems. Its problems are manifold and unsolved and the outcome will not be decided by fate, but it is in the hands of those who are and will be its citizens.

“The great need is for men of breadth of mind and strength of heart to hold up this civilization and to make it permanent by carrying it on to completion.

“In our beloved State of popular government where our stability is dependent upon the intelligence and integrity of our citizens, education is bound to assume larger and larger proportions, as the problems of citizenship themselves become more complex and difficult.

“It is somewhat strange that at a time when education is being given such wide recognition as it is in our State today, and is being regarded with so much confidence as our hope for the days to come, I say it is

somewhat strange that at such a time the intent and meaning of education itself should be the subject of so much controversy and dispute.

"There has been a great deal of discussion in recent years as to what our high schools and colleges should teach. There has been a growing feeling that too much of our teaching is not adapted to the needs of the student and does not fit them for their life work. Now the changes which the last few years have brought about in our high school courses have been, in view of the spirit and emphasis of our times.

"I feel in sympathy with the present day efforts of the high school to concern itself more with the ninety per cent who go out to their life work without further training than with the ten per cent who go on to college.

"I believe the day is past when our high school can be no longer regarded as mere fitting schools for the college. They have become great training schools for the people and institutions where the children of all classes may receive such instructions as shall make them intelligent citizens and fit them for the various vocations of life.

"For this reason I believe in the introduction in our high schools of manual training, agriculture, domestic science and the commercial branches.

"It is well that the training of the hand and eye be united with the training of the mind, and it is well, too, that boys and girls be taught to recognize the true dignity of labor and the value of honest toil. While I believe that everybody should be taught to make a living and not be dependent on others for support, yet, I plead that at least a few be given a higher education whose value cannot be measured in dollars and cents.

"The time has come when what we need most is not men of greater economic efficiency, but men of greater human efficiency; not so much men capable of producing great wealth, as men capable of directing the wise and worthy expenditure of the wealth already gained. It is the very genius of education to mature and ripen and bring full fruition the native powers of men and women and to increase their love and loyalty to the truth.

"Whatever fails in this, whatever leaves them with their powers still latent, their life circumscribed and cramped, whatever limits their horizon or narrows their sympathies or neglects their character is not education in the full meaning of the term.

"The feeling side of man must always be developed. We are all in possession of emotions and sentiments and inclinations that surround the center of our conscious life, and color the atmosphere of our mental world. Inherited from long ages ago some of these instinctive feelings are base and low, and relate to the brute creation. Smoldering away in the make-up of us all there lie buried deep in our natures, emotions, which if provoked under certain conditions would break down our characters and reduce us to the savagery of primeval times. When the papers today are full of war, violence and lynchings and the atrocities of strikes, I need not further illustrate my meaning.

"Now education should refine and elevate these baser passions of our natures, and relate them to what is noble and pure in our souls. By all that is beautiful and best in art and literature, it should purge us from the dross of ages and purify our lives.

"We should covet for our country and state the noblest, purest, loveliest literature the world has ever seen; such a literature as shall honor God and bless mankind—a literature whose smiles might play upon an angel's face, whose tears "would not stain an angel's cheek." Then let us cling to the education of the people as now enjoyed in this state with a patriotic love, with a scholarly enthusiasm, with a christian's hope.

"Our motto is 'Always ready.' 'Always ready' to perform the duties, bear the trials, and enjoy the pleasures which life may bring to us. 'Always ready' to lend a helping hand, and to give sympathy and encouragement to any of our fellow beings whom we may encounter on life's highway, keeping our lamps brightly polished and well filled with oil of gladness, knowledge and loving kindness. We shall always try to live up to this high standard of duty, life, and thought which has been so faithfully kept before us, so that when the shadows of evening close around us we may receive the commendation—"Well done!"

"Judge Urner, on behalf of the Maryland State Teachers' Association I thank you for your most cordial welcome."

The President then introduced Miss Sara Williams, of Baltimore County, who sang a solo, after which the Secretary made the following announcements:

I desire to call your attention to the exhibit of the Frederick County Primary Schools as shown on the left of the Auditorium.

All teachers who contemplate going to Columbia this summer are asked to confer with Professor Sydney S. Handy, before leaving Braddock.

The Frederick County Teachers' Association, assisted by the Braddock Heights Colony, will tender a reception to the Maryland State Teachers' Association, at Braddock Hotel, after the close of this meeting.

You have a cordial invitation to call and inspect the school, kindergarten and art exhibit of the Dulany-Vernay Co. at the hotel, and also the exhibition of maps and practice papers of Meyer & Thalheimer, at the hotel.

Those desiring membership cards and badges may secure them tomorrow morning at the Hotel, from 9 until 9.30.

There will be no General Meeting tomorrow morning.

The Department of Secondary Education will meet on the north porch of the Braddock Hotel, at 10 A. M.

The Department of Rural Education will meet in this Auditorium.

The Department of Elementary Education will meet in the peristyle of the Hotel.

The Department of Elementary Education, Grammar Grades, will meet in the pavilion.

I think Superintendent White has some further announcements to make.

MR. WHITE: Ladies and Gentlemen: I was indeed glad to learn that the Executive Committee should select Braddock Heights for the forty-fifth annual meeting. In June, 1911, I was asked this question, "Will you promise an enrollment of at least 200 members?" Feeling that I would receive the support of the citizens and teachers of Frederick County, I undertook to answer in the affirmative that we would furnish 200 members. It was on June 30, 1911, that we had an enrollment of 270, or about one-third of the total membership of our State Teachers' Association. The question was asked me again this year, by the Executive Committee, if we would furnish an enrollment of 200 members and I promised to do equally as well as last year, with an enrollment of 270. Instead of having an enrollment of 270, we have an enrollment of 300, and the reason our enrollment is not larger is that the enrollment book sent me by the Secretary of the Association ran out and I had not any more space to enroll in. I have a check here for \$150.00 for membership fees, to turn over to the Secretary of the Association.

Secretary Caldwell replied to Superintendent White's announcement as follows:

In behalf of the Maryland State Teachers' Association, I desire to thank you, Superintendent White. I thank you for this splendid enrollment from this county—270 members last year, 301 this year. It is true, that which Mr. White has told you, that his book must have "ran out," because a citizen of Frederick County came to me today and asked to be a member of this Association. So the enrollment numbers 301—a splendid record.

The President then delivered his annual address.

PRESIDENT EARLE B. WOOD'S ADDRESS.

The Constitution of the State Teachers' Association provides that the President of the Association shall be introduced to the audience after his election. Last year it was impossible, on account of illness, for me to remain over for the concluding session of this Association and after I was elected I did not have an opportunity to thank those who had elevated me to this office in the Association, one of the highest in the educational work of the State of which we are so proud.

For your sakes, and for my own, I regret that the Constitution provides that the President of the Association must say anything. But, before I begin, let me relate a short story of a little girl who came rushing to her mother and said, "Mother, we were crossing a field and we had a very narrow escape—an angry bull chased us. Little Bobbie came running on behind. I said, 'Pray, brother,' and Bobbie said, 'I don't know any prayers, except one,' and I said to him, 'Say that one,' and he said "Do Thou make us truly thankful for what we are about to



EARLE B. WOOD
President.



receive,' and we crawled under the fence and were saved.'" Now I have here a lengthy address, but I am not going to deliver it. I am going to let the Secretary have it printed.

And here, as Judge Urner said, on the ground on which I played as a boy, I want to briefly talk to many of the teachers with whom I associated in Frederick County and other counties. Over here at Broad Run, in beautiful old Frederick County, I took up this work, and I say to you tonight that I am glad to stand before the people as a teacher. We do not make perhaps as much money as some of the others in many of the other professions. Perhaps we do not command the respect and the attention some of the other learned professions command, but just the same, ladies and gentlemen, the teachers are the bulwarks of the nation. When all else fails, when the encouragement given predatory wealth and favored classes go too far, the education of the people, which must come from the public schools of the different States, will stand like a wall resisting the tides that would overcome and destroy the homes, the honesty and the morality of the people.

Maryland is a small State, but the people of a commonwealth constitute the State, and you may go where you will, you do not find, my friends, any better people than you find in the State of Maryland, and the teachers of this fine old State have a great duty to perform, as was pointed out to you by Judge Urner, to keep the youth of this Southern State up to the standards that have been set for them. But, for consolation, let me say to the teachers and to any other taxpayers, and very few teachers are not taxpayers, the State of Maryland has not been any too liberal with its public schools. The people have demanded trained teachers, they have demanded higher education for individual teachers, but, my friends, they have failed on their part, for when it came down to paying for what they received, they were not there. The State has taken the forward step in establishing a normal school, a step that it ought to have taken years ago, and, while I am not altogether in favor of woman suffrage, yet, I believe the men are turning over the churches and the schools to the women, and, my friends, it is a mistake. We ought to take our part of the burden. It is all right while the children are pleasant, but the minute they begin to cry we turn them over to mother, and I feel that I would be recreant to a duty if I failed to pay a tribute to the woman who was largely responsible in persuading the Legislature to provide \$600,000.00 for a normal school, so that our children may have trained teachers.

People say that we educators are going away from the old standards, we are getting far afield from the three R's. The three R's are very important, but do not let us deny to our boys and our girls the claim that comes from the progress of the country. Let us not close our doors as some of the church doors are closed, except to those who pay pew rent. Let us not make our schools so fine that the poor boy cannot enter, so that the son of the average man cannot be there, for the public schools are established primarily for the sons and daughters of people that are sometimes shut out from the doors of the private schools.

I shall conclude these brief remarks by reading one of Margaret Sangster's poems, "The Average Man."

THE AVERAGE MAN.

When it comes to a question of trusting
Yourself to the risks of the road,
When the thing is the sharing of burden,
The lifting the heft of a load,
In the hour of peril or trial,
In the hour you meet as you can,
You may safely depend on the wisdom
And skill of the average man.

'Tis the average man and no other
Who does his plain duty each day,
The small thing his wage is for doing
On the commonplace bit of the way.
'Tis the average man, may God bless him,
Who pilots us, still in the van,
Over land, over sea as we travel,
Just the plain, hardy average man.

So on through the days of existence,
All mingling in shadow and shine,
We may count on the every day hero
Whom haply the gods may devine,
But who wears the swart grime of his calling,
And labors and earns as he can,
And stands at the last with the noblest,
The commonplace average man.

WEDNESDAY EVENING, JUNE 26TH, 1912.

The meeting was called to order by Dr. Samuel S. Garner, of Anne Arundel County, at 8.15 P. M., at the Auditorium.

DR. GARNER'S ADDRESS.

Ladies and Gentlemen:

It seems as if all the speakers have failed you this evening. While we are waiting for the speechmakers, I will tell you a story. I have quite a favorite story which seems to take almost everywhere I tell it. It may be old, or it may be new, it comes in very well in educational matters, because it concerns the education of a young man. I do not know how long ago, but sometime way back in the past there was an oriental monarch who had been a very good monarch and had always tried to make the people happy, and he was very anxious to have an heir to succeed him. Years went on and both he and his wife were very unhappy because the heir did not come. But finally he did come—a big, bouncing boy—and the father concluded that he would like to educate that young man so as to be a worthy successor. In the oriental country, as elsewhere, the young man was subject to all sorts of temptations. So the father concluded that he would educate him away from all temptations, that he would put him some place where he would be free from temptation. He heard of a cave in a remote spot and it doing very well for his purpose, he concluded to put the boy in it, surrounded by all

the luxuries he could enjoy and let him stay there until he was old enough to succeed his father. So he put him in the cave and his instructors received this injunction, he was never to be told, if he came across the word "girl" or "woman" in his studies, what that meant. So he was educated and he grew up to be a fine young man educated in all the lore of his country. His father thought it was time that he should come out when he was twenty-one years old. So he was brought out in the palace, and his father thought it was proper that he should go out in the city. Everything was new to him. So he went out into the village and was charmed with everything he saw, and after he had made the rounds of the town, he returned to the palace. On his return, as arranged by the father, they came across a bevy of girls. The young man began to clap his hands and he asked his instructor what that was. The instructor said to him "You need not trouble about that, it is only a flock of geese." Well, when he went back to the palace the king asked how he had enjoyed himself. He said "Oh, very well." The king said, "If you were free to choose the thing you would rather have than anything else?" And the son said, "Well, your Majesty, if I were old enough to choose, I would prefer to have the geese." So, in course of time he got the "goose." I had to wait years and years before I could get the "goose," but finally I did get one and the one I did get was splendid, a splendid "goose," and she is still good."

Dr. Garner presented Miss Eleanor Drury, Superintendent of the Primary Grades of Anne Arundel County, who gave an interesting account of her experiences among the Indians of the West. She told of her work among the different tribes and how responsive she found the Indians to fair dealing.

President Wood apologized for his late arrival at the meeting, also Secretary Caldwell's, as follows:

Ladies and Gentlemen:

I trust you will pardon the late arrival of the Secretary and myself here this evening, but, owing to the inclemency of the weather, it was necessary for us to remain at the Hotel and arrange two meetings. We have organized at the Braddock Hotel a meeting at which perhaps a larger crowd than is gathered here, is in attendance. That accounts for the lateness of our arrival.

Some four or five, or perhaps, six months ago I had the promise of the distinguished Governor of this State to be present tonight to address you. I also expected Professor Keister to be here to express to you greetings from the Teachers' Association of a sister State. But, today, over the 'phone, Governor Goldsborough of Maryland—and a man of that name ought to be a distinguished man—stated that he could not be present tonight, owing to the fact that he had been in the West and he had seen some strenuous times. I am very glad to say, however,

that he avoided the "steam-roller." Professor Keister did not state why he could not be present, he simply wired he could not be here.

At a conference at the Hotel tonight, with many teachers and many of the superintendents and the Executive Committee, we decided that Doctor Stephens could come here and Doctor Lewis could speak down at the Hotel. Secretary Caldwell has returned to the Hotel for Doctor Stephens and they will be here in a few minutes.

The failure of Governor Goldsborough and Mr. Keister to appear on such an occasion is embarrassing, and more embarrassing to those who arranged the program than to those who are gathered to hear them. I am reminded of the story of two boys who had gone to the country to gather walnuts. On the way back they decided to divide the nuts. They came to a graveyard and climbed over the stone wall. In doing so, they dropped two of the walnuts on the outside and decided they would get them later. So they commenced to divide the walnuts. One boy said "I will take this one." The other boy said, "I will take this one." A darkey happened to come along the road and as he passed he heard the remarks of the boys. He started to run and he ran about a quarter of a mile down the road. He saw a white man and said to him "Up in the graveyard the Lawd and Satan is dividing up the dead people." The other said, "Rastus, there is something wrong with you. We will go back and see." With great effort he got Rastus back to that spot. They heard the one boy say "Stay here, while I go and get the two on the other side." The white man beat the darkey running. I do not know which of these gentlemen beat the other running, I am only sorry they are not running our way.

We will now be entertained by Professor Robert L. Downing.

PROFESSOR ROBERT L. DOWNING.

Well, I am sorry that the Governor is not here, but I am a bigger man than the Governor—in size. And I am very glad for the opportunity and the pleasure of meeting you here tonight and will try to entertain you while we are waiting for the other speakers.

Now, I have not prepared any address and I am sorry that the Governor did not send his up to me. I might have studied it this afternoon and given his address to you tonight. You know I am used to studying lines—I have been studying them all my life—and I might possibly have memorized his speech.

I look around and I see a great many here who I am sure are interested in one in whom I have been interested a great many years. One whom I have studied and have portrayed many of his characters. I refer to William Shakespeare. And with your permission I am going to recite one of his gems from his play "As You Like It," entitled "The Seven Ages of Man," and then afterwards we will see what we can get out of it.

Now, there are a few thoughts that come to me in the way of little stories. We all enjoy a little story once in a while. I heard one the other day, it is the infant story. A little fellow along about the hours of twelve and one at night, said "Mother, mother, I want a djink of water. Mother, I want a djink of water. Mama, I want a djink of water." Of course, the mother gets it. The father said to her one day, "Look here, that boy is getting rather monotonous with his call for a drink of water. Don't you think you could give him a few rehearsals to go and get himself a glass of water." Of course, the mother said, "Why certainly." So all the next afternoon she tried and talked and talked and showed him what she wanted him to do. She got a little table and put it in the room near his crib. She placed on it a little pitcher and a little glass, and said, "Now, tonight when you want a drink of water just get up and get it, and do not fail." "Yes, yes," of course he would promise anything. So night came, the little fellow was in his crib, and about twelve o'clock came the same cry, "Mother, I want a djink of water. Mama, I want a djink of water. Mama, I want a djink of water, Mama." Of course, the mother wanted to get up and go and get the drink of water for him, but the husband said, "Now wait and see what he will do." The little fellow commenced to climb out of the crib and it was an awful effort on his part. He groaned and finally he got out, walked over to the table, poured out a glass of water and said, "I just hope I spill every djamn djop."

Mr. Downing next portrayed the character of a boy reciting his first piece. Then continued, as follows:

The next selection will be Othello's address to the Senate, and after that I will give you the criticism of a darkey in Memphis, Tennessee, on the performance. I played the part of "Othello" many a time throughout this country and I have a little pride in the performance of that part. However, I will let that be until after I have given you the address to the Senate.

Now, then, one morning I went into the dining-room in the old hotel in Memphis, where there was an old darkey who had been waiting on me a number of years. I gave him a couple of tickets to go see "Othello." That night I could see his old black face up in the gallery, watching very intently. The next morning I went into the dining-room. He said "There ain't no use of your ordering anything this morning. I ordered your breakfast for you." "What did you order?" He said, "I thought a couple of birds would suit you very nicely." Then he stood off and looked in my face. Finally, I looked over my paper and said, "How did you like the performance last night?" He said, "Well, to tell you the truth, I didn't care much for it." I said, "I am surprised at that." He said, "I don't care nothing for the play." He said, "I don't like that 'Othello.'" "But," I said, "would you mind telling me your objections to the play last night." He said, "In the first place that 'Othello' is a coon." I said, "Oh, no, he is a Moor of

noble descent, head of the army, and a great man." He said, "A coon, just the same." I said, "He is not." He said, "He is a coon." I said, "Well, what other objections had you to the play?" He said "I just wanted to get it in my mind that Othello was a coon." He said "That beautiful 'Desdemona'—the idea of that woman falling in love with him. She got the worst of it, too." I said, "Yes." He said, "When she lost that handkerchief she worried about it, of course, and then he came sneaking to her room at night, when she was asleep, and took the pillows and not satisfied with smothering her to death, he had to pull down the covers and pull out a knife and run it in her heart. That showed he was a coon. As far as 'Desdemona' is concerned, if she had stuck to her own color, she would have been all right."

Well, I see that there is a gentleman down in Baltimore that I have the pleasure of knowing. His initials are W. J. B., and he is a very good story-teller and he write a good story. The last time that I had the pleasure of being in his company we were traveling out West together and he told several good stories. I know that we will not object if I tell this one. He was telling it and he said it was an actual fact. It was about a stuttering man who wanted to be cured. So he asked a friend if there was anything that would cure him of stuttering. He said, "Why, yes. You go down to Dr. So-and-so." So he went down to see the doctor. A servant came down to the door. "Doe-s-s-" "Yes, he lives here. Come right in. The doctor will be here in a moment." At length the doctor came in and said, "Why, good morning, sir." He said, "G-Goo-Good, m-m-morn-morning. I-I- understand that y-y-you e-e-can c-c-c-cure a man of s-s-stut-stut-stuttering." The doctor said, "Oh, yes, I make a specialty of it. I can cure you without any trouble at all." He said, "Would you like a full course, or a half course?" The man said, "Why, I don't e-e-care whe-whether I take a-a-a full course or a h-h-half e-e-course, so I can s-s-say 'e-e-chr-chry-chrysan-chrysanthemum before it w-w-wilts.'"

I heard a little child say one time, "I know another." This was told of a young man who wanted to take his best girl to a baptizing one Sunday morning. There were going to be quite a number baptized in the river and he invited his girl to go. She consented. So he fixed up the buggy and the harness and went into town and bought him a nice brand new seersucker suit. In the morning he called for his girl and they went down to the river to see the baptizing. He stopped his horse near a tree on the road and said to the girl, "Wait here while I go down and see if I can get a good place for us." So he went down. The minister was very busy that morning and he was rushing up and down grabbing the people, dipping them in the water and pulling them out just as fast as he could. And this time he comes out and grabs our friend, puts him down, brings him out and puts him on the bank. There was the girl in the buggy on the road. He was standing in the sand with the seersucker suit dripping. The sun was warm and the suit commenced to draw, to come up, and finally he was standing there with a suit on that

would fit a boy of about eight years. One of the "Sisters" came along and said, "Brother, how do you feel now?" He said, "I feel like a d— fool."

PRESIDENT WOOD: Edward Everett Hale bought for his daughter a donkey and had it sent on from Washington to his home in New England, and the little girl listened to its braying and its lack of musical voice and wrote to her father, "Dear Father, I thank you for the donkey, but please come home. It is very lonesome." And I feel a little lonesome here waiting for Mr. Caldwell to bring up Dr. Stephens.

Mr. Downing's stuttering jokes have brought several to my mind. A blacksmith that stammered employed as an assistant a fellow who also stammered. The blacksmith heated his iron, put it on the anvil and said to the fellow he had employed, "Now, John, I-I-I-I want you t-t-to hit th-th-this right q-q-quick." John said, "S-S-Say, boss, mu-mu-must I h-h-hit it n-n-n-now?" "No, you d— fool, it's cold."

And perhaps Judge Urner sitting back there will appreciate this one. A fellow who stammered was called into the police court. The magistrate said, "What's your name?" The fellow said, "S-S-S-S—" The Judge said, "I asked you your name." "S-S-S-S" he said. The judge turned to the officer and said, "Officer, what's he charged with?" The officer said, "I think, your Honor, he is charged with soda water."

I do not want to take any more of your time. We are here for a serious purpose. We are here to get inspiration to go back to our school work in the fall and to do better work for the system of our schools in the entire State. And there has never been an occasion since I have been connected in public school work in which the gentleman we have with us tonight has failed to say something for the good of the State of Maryland. Very often his health has not been as robust as we would like to have it. Nevertheless, he has gone forth into every county in this State, fighting the battles of the public schools, and his effort does not consist only in educating the children in the public schools—that has not been his work alone. He has built up a system, a State system, with the assistance of others, of which we may well be proud. But the great thing in the public school system, or the great thing in the education of the people is to get the people aroused and interested in the work that is being done for the public schools. And Dr. Stephens stands at the head of the list in the State of Maryland in this line of endeavor, and I take pleasure in presenting him to you tonight.

DR. M. BATES STEPHENS' ADDRESS.

(As caught by the Stenographer.)

Fellow-Teachers:

It is always a great pleasure as well as a very great privilege to speak to the officials and the teachers of Maryland.

If some one had said to me when I came here last night that I would appear on this platform as a speaker during the session, I would have

thought that he knew nothing about what he was saying. But you have a very energetic President and when he discovered that the speakers who were booked for this evening were not able to come, he came to me and said, "There is some doubt about Governor Goldsborough coming. When I found this out, I at once telegraphed to Governor Woodrow Wilson and then you were the next man that came to my mind." Now, ordinarily, I have no difficulty whatever with a prevaricator, but somehow he has a way of getting hold of your finer feelings, and I tapped him on the shoulder and said "Wood, I will do anything in this world for you." Then the Governor said today he was sick and it would be very inconvenient for him to come and he said, "Would you mind taking my place on the program?" And somehow I just felt that I would like to do the Governor a favor. It may be I will ask him some time to return the favor. But it has happened two or three times recently and several times during the administration of our very much lamented Governor Crothers, and a few times while Warfield was our Chief Magistrate—they all called on me to represent the Governor, and I am beginning to think that if I am in this training school to perform gubernatorial duties, it is about time that some of the gubernatorial honors were coming along. And I shall have but one plank in the platform, better schools for the people and adequate salaries for the teachers.

Well, as Mr. Wood says, we have come to the more serious side of this question and there are some things perhaps that ought to be considered during the meeting, by someone, for this is the only time of the year when the teachers from all sections of the State and school officials from all sections of the State and teachers of private institutions from all parts of the State come together for mutual conference and it is the sole opportunity of advancing perhaps some ideas which could not be so generally announced anywhere where we would find so many of our educators present.

There are just two or three things that I am going to speak briefly about, that concern you and that concern me and that concern the State of which we are representatives, and I hope the mere mentioning of these things, without very much discussion, will have the effect of bringing us to a better understanding, that this work may be more effectively done.

Mr. Wood has very properly said that we are occupying a position that ought to make us proud. I think this true, because we have made some advancement and we ought to be happy not only in the thought that we have accomplished something, but perhaps more joyous in the hope of the things that we intend to do. And what he referred to more especially was that this system of ours that we are building up here is no one-man system. That is true, that there is no one man, and if it is one person, I would sooner see a one-woman system than a one-man system. But there has been all along the line in our efforts to elevate the schools and raise the standard of instruction, there has been strong co-operation on the part of teachers and officials and whatever glory has

come in the way of achievement and whatever glory may come in things to be done is large enough for all, and everybody is entitled to a share of that glory. I think that we ought to be happy from the little demonstration that was made in Annapolis last evening. In this day when the war hero seems to be the only hero, when the sight of a soldier will excite our admiration and call forth our plaudits, the Legislature met down here in Annapolis and one thousand soldiers went down there for a million and a quarter dollars appropriation for an armory, and the Legislature did not heed the request. But the same Legislature, acting for the thousands of school teachers scattered in various parts of the State, when they went down there appealing to that body for a six hundred thousand dollar appropriation for a new normal school, they do give that, and they give it without a dissenting vote in either branch of the Legislature. So it seems to me that the teacher rather than the soldier is in the saddle in Maryland. We do not feel that there is an obligation that the appropriation for the Normal School carries. It means better teachers for the State. It is a thing to our credit, this obligation that we have that everyone who trains youth, that everyone who goes into the school room to shape character, should be trained for that work, because it is a very delicate work, it is a very scientific work, it is a very special work. We have had this conviction for years, and yet we officials have stood by and permitted three teachers out of four to enter the education branch every year, who have had no training for the work. I say this is a weak spot in our system of education and if the school officials would just get their heads together and accept none but trained teachers for the schools, in one year from this day there would not be a single person permitted to enter the school room who had not had some special training and some special education for the work.

Now let us consider first things first. The first thing for us to do if we are to elevate the standard of school work in Maryland is to protect the children from incompetent teachers. And then when the State sees fit to require all teachers to be trained, there will come out a conviction of the people of the State that teaching is a profession, and because it is a profession these people ought to be paid a salary that will make them professional, and it profits you as well as it protects the children who go to the school.

There is another point that we ought to consider together, and it is the question of the grade supervision. This does not exist in Maryland yet; and yet it seems to me that there is no part of the work that needs consideration so much as bringing the teacher into contact with some supervisor frequently, for counsel, for advice, for encouragement. You know the county superintendent cannot do it, and yet, if the county superintendent does not do it, it is not done at all, and I trust that these new commissioners will feel that way. They can increase the efficiency of the teachers 25 per cent by investing in a grade superintendent; and we have it on pretty good authority that that is what there ought to have been previous to this. When the Assembly of 1910

authorized the School Board of this State to appoint a larger number of superintendents, it seems to me it was almost as strong as if they said it was a need, and we ought to do it. I just feel like saying when they are diminishing instead of increasing the number, "You have got to stop kickin' my dawg aroun'".

Now, one other point I had in my mind, if it has not gotten out through that opening there, and that is, the question of arousing the sentiment throughout the State in favor of these things we are trying to do. We are going to begin right now. It was our purpose and aim to stir it up last fall, but somehow the health of the Superintendent was not quite good enough to undertake the new work, to have throughout the State what we call an educational reunion; to have organizations or communities in every section and in that way to bring to the teachers the sympathy that she ought to get in order to facilitate her work and make it easy.

I had intended to say something before I came to that point. I am going to say it now. It is this, that in the Hotel this morning I went into the High School Teachers' meeting, and that was the best high school meeting I ever attended. We are going to get a good curriculum for the high school, but I do think in this consideration of the high school we must be concerned about the conduct of that school. I believe that when that curriculum is formulated finally, that it must provide for dress study. Now, you say that is a fad. No, with me it is not a fad. But I would require every graduate of our high schools, the girls at least, to make their own dresses for graduation night and I would put some limitation on the amount of money they are to spend for that dress. The public school, the high school, is the poor man's college. Its doors are open to the humblest child in the community. I do not believe we ought to have a single thing that will embarrass the poorest girl of the community when it comes to graduation. But that is not the motive I had in mind when I made that suggestion.

If there is a good deal of foolishness about dress, I am not going to say whether there is or not, if there is need of a proper study of dress, based on scientific principles, we are going to get our results in the next generation, and not in this. Those of us whose ideas are fixed are not going to change our ideas on this question. Whatever we do that will bring the people to their senses on this question, the ideas must be instilled before the child reaches the age of manhood and womanhood; and ideas must be fixed there that will govern them, that will influence them when they come to be home-makers themselves.

While I appreciate the work of every teacher of this State, somehow (if she will excuse me for using her name, if she is here) I must mention that over here in Baltimore County, where they are teaching them to sew, teaching them the economics of the home and how to make it beautiful and how to make it happy, that if the education and the instruction, under the supervision of Miss Wier, will have the effect on the younger life of Baltimore County that I believe it is having, then in the next

generation the work of Miss Wier is going to stand out as the greatest work that has been done in this State. And when I saw the names of Mrs. Patterson, Miss Jacobs and Miss Wier to discuss this problem, I thought there is the feature of the program after all.

Until we persist in teaching girls in school that it is not the province of dress to excel in expense, to fascinate in glamour, it is not to beautify, to impress, I say it is not until we can do this that we can have some regard to God's law. It is not what the women have, but that which they have should be physically comfortable. And that the mind should be serious, and we are not going to have a decided influence on this point until the ideas and principles are instilled in the young lives.

There is another thing, we must not be foolish about these high schools. There is another thing, I saw it on invitations I got this year, invitations to ministers to preach baccalaureate sermons. There is no such word in the high school. That belongs to the college that confers a degree. And the cap and gown that I thought had been thrown off—I noticed that it popped up again this year. But that does not belong to us. To get the cap and gown in any other way than through the university is thievery. So do not let us encroach on rights that make us ridiculous. These things are in the system and they must come out. They are convictions; I believe in them, and until we get back to the more simple life we are not going to have that happiness and that contentment that education ought to bring us. So long as we are going to let wrong motives influence us, we are going to be unhappy and we are not going to be contented; and, teachers, education that does not bring happiness and contentment is not a good kind of education. So we are going to get back to that element, that life element: "Air is the life element to the fish," as someone said, yet the fish lives in the water and the water is not the element of the fish. Some of the things that we are doing that have become foolish customs are not the life element. We have to go back to that simplicity that God himself would have us follow, if we would be happy. And these ideas must be instilled by the teacher, who recognizes that he is learning, as an instrument in God's hands, to build up a people that love each other and do not hate each other. A good deal of this can be done in the school room by the conscientious teacher, and the quicker that we get away from these foolish fancies, the greater the service we are going to render to those boys and girls who are going to be men and women sometime. So the training feature is just as important as the stuff that would steep their heads with knowledge and then permit them to go away with foolish ideas of living.

Now I am going to stop. I appreciate very much the opportunity to look down here into your faces. I would have come over here long ago, if I had known you were here. I did not know you were here. But we are here and you have honored me in being patient and in remaining for fifteen or eighteen minutes while I have been talking. But let us stand together; let us be steadfast; let us help on to those things that

we know we ought to do, and sometimes we do not do because popular ideas are against us. Let us have not only our convictions, but let us have the courage to stand up for our convictions. And I would say that the weakest point in our system of teaching is that we do not do as well as we could and until we provide greater things in our education, that there may come courage along with conviction, our boys and girls are not going to be the useful men and women that we would like to see them. Let us make them joyous and upright while they are with us, and when they leave us I believe the sense of right will cling to them and they will want to follow it even after they have passed from our instruction.

I thank you again for your very pleasing patience.

PRESIDENT WOOD: Dr. Stephens remained in single blessedness for a great many years. He has only been a married man for about two years and I notice that he is commencing to talk about the dresses that the girls ought to wear.

Tomorrow night we will have with us Dr. P. P. Claxton, United States Commissioner of Education, and Dr. W. M. Davidson, of Washington, D. C. Both of these gentlemen are eloquent speakers. They stand at the head of great educational institutions. We trust that you will all be out and that you will bring your friends to hear these gentlemen speak.

I hear the music from the dancing pavillion. I would say that after Mr. Caldwell has made his announcements, let's dance together.

Secretary Caldwell made the following announcements:

This notice has been handed me, "some copies of 'Social Diseases,' a magazine containing some addresses on the subject of sex-instruction, by Dr. G. Stanley Hall and Ex-President Elliott, of Harvard, have been placed in this hall by the Maryland Society of Social Hygiene, for the use of any teachers desiring them."

The Department of Elementary Education, Primary Grades, will begin Thursday morning's session promptly at 9 A. M.

A railroad ticket has been found and may be secured at Camp Schley Inn.

The primary and Grammar Grades Sessions will be held in the peristyle, and the others on the dancing pavillion, at 9 A. M.

The Frederick R. R. Co. has arranged a trolley trip tomorrow at 2.30 P. M., free of charge, starting from Hotel Braddock. Teachers are all requested to be there at that hour.

A register index, by counties, is at the Hotel and each teacher, or each member of the Association, is asked to register there. This has nothing to do with your membership card. It is arranged for your name, your address and your hotel or cottage. We think this very convenient if anyone is anxious to locate you. We hope that all teachers will register. In addition to that, we propose this year to place an asterisk after the name of each member of the Association present at the meetings. We have a large number of teachers joining the Association who

are not able to be present. We want to have the names of the people being present at the meetings. That cannot be done unless you register.

The membership now numbers 840, the largest membership we have ever had. The total membership last year was 779, if I remember correctly. We are making an effort this year to have the membership reach the 1000 mark. If you notice any who are not wearing badges, they are probably not members of the Association, and I wish you would urge them to become members before they leave Braddock.

President Wood has asked that you tell your friends about the trolley ride tomorrow. We have a limited number of the members of the Association here and we must depend upon you making this announcement. We will start at 2.30 P. M., from Hotel Braddock.

President Wood announced: The Association now stands adjourned until tomorrow.

THURSDAY EVENING, JUNE 27TH, 1912.

The meeting was called to order at 8.15 P. M., in the Auditorium, President Earle B. Wood presiding.

The President announced, through the Secretary the appointment of the following committees:

LEGISLATIVE COMMITTEE.

M. Bates Stephens.....	Annapolis.
John T. White.....	Frederick.
Roger W. Farquhar.....	Rockville.
E. W. McMaster.....	Pocomoke City.
H. W. Caldwell.....	Chesapeake City.

• COMMITTEE ON RESOLUTIONS.

J. B. Noble.....	Centreville.
A. S. Cook.....	Towson.
Mabel Price.....	Kent County.

READING CIRCLE.—(Appointed for three years.)

Nicholas Orem.....	Talbot County.
E. M. Noble.....	Denton.
H. H. Murphy.....	Reisterstown.

EDUCATIONAL PROGRESS.

J. Wilmer Falls.....	North East.
M. Grace Henshaw.....	Thurmont.
H. K. Beachley.....	Hagerstown.

AUDITING COMMITTEE.

Dr. Sam'l Garner.....	Annapolis.
Geo. W. Joy.....	Leonardtown.
Arthur F. Smith.....	Lonaconing.

SECRETARY CALDWELL: A register index by counties has been placed at Hotel Braddock, and all members of the Association are asked to register therein. We desire to indicate in the printed copy of the proceedings those in attendance at the various meetings.

The teachers are invited to the Hotel at the close of this meeting to join in singing some old folk songs. The orchestra, by special request of the President, will leave the Heights at 9.30.

It gives me great pleasure as Secretary of the Association to state that the membership is the best in the history of this Association. This has been brought about by the increased enrollment of a number of the counties, particularly Frederick County. Mr. White handed me a check the other night for \$150.00, for 300 members, and tonight he asked me to put down 15 more. Our total membership is about 926. Another fact that has contributed very much towards the large membership we have this year has been the earnest effort made by our President to increase the membership. We want a thousand this year—we have 926. If there are any teachers here who have not registered, we will be pleased to register them tonight or tomorrow morning.

The President introduced the first speaker of the evening as follows:

A great Irish wit tells a story of an Irishman that had imbibed too freely and was taken before the Court. The Court asked him several questions as to what he had been doing, and finally said to him, "The Court commits you to ten days in jail." The Irishman said, "Your Honor, it's the best thing you ever committed." And I want to say tonight that, while the President of the United States has committed a great many good acts, the best thing he has committed was to go down into the Southland to select the highest educational officer in the United States, Dr. P. P. Claxton, United States Commissioner of Education, who has kindly consented to come here, returning from the far West, to address the Maryland teachers. I have read many articles written by Dr. Claxton, I have heard him on many occasions. I heard him speak in Montgomery County, for the Assistant Secretary of Agriculture, who was trying to make Montgomery County the model county of the United States, and in the address that Dr. Claxton made that day he told some things that were very true. The best thing he said was this: "I am thinking of buying a farm, because I do not believe there is soil enough on Pennsylvania Avenue to raise a boy." It shows that Dr. Claxton has an appreciation of the fact that a great many of our best needs, at least for our boys and girls, are out in the country. And on that same occasion he said a good word for the rural school.

Without taking more of your time, because I want the two distinguished educators here tonight to have every opportunity to say to you the things that they have in their minds, the things which I know are worth while. And I take great pleasure in presenting to this audience tonight the Honorable P. P. Claxton.

DR. P. P. CLAXTON'S ADDRESS.

(As Caught by the Stenographer.)

Ladies and Gentlemen:

I do believe most fully in the value of the country school, where it is at all well conducted, and it is a very poor country school that cannot be as good for a boy as a very good city school. But it is not that phase of the subject that I wish to speak of to you to night.

I have, since coming on the platform and having a word with Superintendent Davidson, decided to speak to you on the very lowest plane of education, because he is going to speak on the highest.

I am going to talk to you about education and wealth and I know that that is a very low plane, and I have been accused on very many occasions of dragging education down into the dust. Men have said that it was unworthy; but I have found afterwards that they thought I meant education for money getting, to enable a pupil to get a rake-off from the productive power of other people. I do not mean that and I do believe this is a worthy phase of the subject, because I think wealth is a good thing and this good old Saxon tongue of ours does not lie when it says: "Seek these material things and wealth, that necessary wealth, that which doeth good." I have heard a good many sermons against wealth, but I never yet heard of the preacher who refused to take pay for his sermon. And there is not too much wealth in this county, in this State, or elsewhere, until there shall be wealth or money enough to build a good home to take the place of the miserable hut where happy faced, bright eyed children look out of the door of the one room in which the whole family lives; and until every place like that can give place to a home with all the conveniences and comforts that children ought to have, with a lawn around the house, trees in the yard, and a little garden, that when the children look back they may have happy memories of their childhood, there is not too much money; until there is money or wealth enough when a little child is sick to buy the skill of the best physicians and the services of the highest specialists known, that the little child may live; and not too much money until there is enough to enable all the toiling masses of the people to buy surcease from toil every day of the year, and to afford them the means of transportation that they may see a little bit of this world in which they live, and to give them an opportunity to go along contented with a larger number of their fellow beings and to enjoy the higher things of life which come only to those who at least have a little time; not too much money until there is money enough to build good roads, so that the people in the country may not be bound in their homes when there is a little more rain or snow than usual; not too much money until there is money to make every little city and town a place of civic beauty and pride of the people who live in it; not too much money until you have money enough to build your schools and build your churches and pay your teachers and pay your preachers; and there is not too much wealth

in any community until each individual has more than he knows what to do with. And whenever that times comes, let him down on his knees and pray to God that he may know how to use it right, that he may take up a work and have more of the power of wealth to please humanity. It is not a bad phase, and it is a worthy one. I have heard much of the Golden Street of the New Jerusalem, but I would like to have a little more of it here, so that I may not feel so lonely and far away from home when I get there. I want my children to have more money. I want them to have their bank account more often on the right side of the ledger than their father is able to get it; that they may live in better homes and have all the advantages that wealth gives; and God Himself is an arch tempter, if this be not right. Why did He give us this great country, if not to be used to the advantages of knowledge and skill? I want my children to live in a rich State. When the Congress of the United States meets, or your own Legislature meets, practically every question is considered on the basis as to whether it will meet with the tax-paying element. That is the one thing that keeps us from having our schools developed as they would otherwise be. We have not the money because the people have not the money to pay the taxes levied. The subject is one to be considered by subjects and citizens. I have heard so many people say "Mr. Claxton, I believe in education." I believe in education, refinement and knowledge and we want to make our schools better than we now have them. And I believe the only way to get our schools better is to apply more money to the education of the people. Because in proportion to the education of the people, in quantity and proportion is the wealth producing power of every country in the world. It is the only factor that you cannot eliminate and an educated people living on a rock in the middle of the ocean would lay their hands on the raw materials and finally make them into the finished product of other countries, and would become rich. "And every people in the world who are ignorant, or comparatively ignorant and untrained, are slaves and in subjection to some other people who are a little better educated and more skilled and more developed than that people. When I first began to study the subject, a question came to me, "What makes a country wealthy, or not?" Some believe fertile soil, position, climate, or something of the kind. I found that was not true. It also often happens in a country without any resources of this kind. I first thought of Switzerland, with its small area, 3,500,000 people, four or five national banks—a country without natural resources of any kind. One-eighth of it covered with ice and snow—with its little valleys, no seaboard—nine months of winter and cold weather the rest of the year—without any kind of mineral resources. Most of you school teachers no doubt have read the story written by Pestalozzi, his story of the people living in squalor such as you do not know anywhere. But now the people in Switzerland are among the richest of all the people in the world. Some years ago I happened to be in Geneva and I recall I saw there indications of wealth. I had been through a good part of Switzerland and found no

paupers in the streets and no beggars on the roadside. And I said to the mountains, and no answer came, nor did it come from the valleys; "Whence all this wealth and this great prosperity?" And I looked out but the answer did come from the lips of my companion. We went into a hall about the size of this and in the center of the hall saw a statue of a man with a pleasant and interesting face, and he looked down, with one hand on the head of a little barefoot boy and the other on the head of a little girl, and on the base of the statue was written "All for our father Pestalozzi." And I remembered his prayer: Would God send some arch-angel through the country; there could be no freedom without the education of man; no freedom from the cruelty of the passions and no freedom from the boundary of time and space, because the uneducated man lives within the present, mindless of time from his birth to his death. His prayer was heard and the archangel was Pestalozzi and he himself was God's own minister to the people. They have given their money for the education of their people and rank among the richest people of the world; not because their mountains have been cut down to level plains. They have no opportunity that they did not have before, except the one that Pestalozzi pointed out to them. The only way to help any man is to help the man to elevate himself. Pension a man at the cost of the government and he is more helpless than if he had to make his own living. Jail a pauper today and tomorrow he dies and he must be buried. The only way to prevent it is to prepare the people so that they may be self-helpful. The principle underlying this is to give to each one the knowledge of money and to cultivate the skill to make his own living and the result will be a nation of people—all of them self-supporting, and they will make the wealth of the country.

Little Denmark, with its fourteen thousand sand dunes jetting out into the North Sea, is a rich country. In 1864 Denmark had a war with Prussia, in which she was defeated, paying Prussia an indemnity of ————. Prussia took away her best provinces during the war and left the country very poor and the king said to his ministers "What shall we do? Let us appeal to our conquered subjects, that if we cannot be great as a martial power we can at least be great as an industrial people at home." The result is that in forty years they are among the richest people in all the world; not because they have any natural resources, except the dunes; no gold, iron, copper, silver—nothing. They raised the sand from the sea. In 1830 they exported 19,000 tons and in 1910 more than a million tons. I wrote to a friend of mine in Stockholm, and he said he attributed it to the unequalled education and the quality of the education given in their schools, and understand it has made Denmark the most democratic country in all the world. I except none.

*Scotland, with its compulsory school attendance is another example to us. The province of Andalusia in Spain would prove the same thing. It is the richest of all the provinces in Spain. In the exact proportion to the education of the people is their wealth producing power. I will make this argument short by saying to this body of teachers, if

you find anywhere in this part of the world schools that are open five or six months in the year only, and the teachers are poorly paid and poorly equipped for their work, the scholars not provided with the material for their work, where there are no high schools, no colleges, no universities; if you find any country in the world where people save their money and do not give it liberally for education; and if you find power and wealth there, I will give you my check on the Bank of Tennessee for fifty dollars. Again, if you will find a place where the schools are open nine or ten months in the year; where the children attend when the school is in session, and where the teachers are paid for their work; where a teacher cannot get the position because she happens to be so-and-so; where high schools are well attended, where the colleges and universities and technical schools are well supported and well attended by young men and women, that they may become captains of industry; if you show me any country like that not rich and not becoming relatively richer, I will again give my check for fifty dollars, hoping that some time I will make up the deficit. I do not mean it as a bluff. I have come to believe there is no exception.

Now you can well understand why it is there are three factors to be considered in the material wealth of the country. We will say that $X \times Y \times Z$ makes up the product that represents the wealth less the power of any country. These three factors represent, first: the natural resources of a country, the depth and fertility of the soil, the timber wealth, the mineral wealth, the water power, climatic condition, position, whether it be way off in some corner or other of the world; but that is fixed for any country and you cannot easily change it. The soil is what it is and it will remain practically the same except as the ignorant people may desire, or a wise people conserve the resources that are there.

The second factor Y stands for the native ability of the people; whether the people grow tall and broad-shouldered or whether their constitutions were subject to vices instilled before they were born; whether they have good ability. But that is fixed also for the people of the country and no one of us can add to the height or to the natural ability of the people of the country. But in the succeeding generation by careful building and careful education we may add a little bit to the native ability. But you cannot by legislation add a cubit to the stature of the people. Let it be enacted by the people of Maryland that the people of the next generation shall be six inches taller and have six ounces more of brain and let us see it take place.

Let us represent these factors by six times four which is twenty-four.

The third factor Z stands for the acquired ability of the people, that which comes directly or indirectly from the schools. That factor is not fixed, but is ever present if you are represented by one. Then let us say $6 \times 4 \times 1$ is 24, but you can make that factor. State legislature, court and the teachers make that factor.

$$6 \times 4 \times 2 \text{ is } 48$$

$$6 \times 4 \times 3 \text{ is } 72$$

$$6 \times 4 \times 5 \text{ is } 120$$

$$6 \times 4 \times 10 \text{ is } 240.$$

And I have yet to find that the product is not less than all these three factors multiplied together. I have heard a superintendent say that $6 \times 4 \times 0$ is 0. If zero be a true factor it ought to stand for those places where there is no education, no churches or schools. Let us see if it will work. The engineer forgets his drill, the lawyer forgets his law and all the people forget how to write, and out of the mind goes all that has been put therein. Let us see what happens. There is a train on that track yonder, a train hurdling along at the rate of forty or fifty miles an hour, and another on the same route. There is a collision. You cannot send a telegram any more in less than two hours. Every engine will cease to throb and the fires of every furnace will be out before morning. Tomorrow morning there is no delivery of mail. No more letters are sent, nobody reads or writes any more and it will be two or three days before you hear whether Wilson, Bryan, or Harmon, or Underwood was nominated, and it makes no difference because when November comes around the country would be divided into forty-five States, and the States would break up each into its little parts and you would find the little man make himself a chief in every part of his little country, and there would be a war and they would fight to death for the little bit of power as well as they do in every country where they have not been influenced by what comes directly from the schools. Your business interests are sold out and the factories are no longer in existence. Then you find the country over-populated.

If all the people know how to cultivate soil to good advantage, or to make use of the minerals, or to make new chemical combinations, that would be exceedingly bad. For when that knowledge only comes, very soon you will find the people very poorly educated. You send for your physician, but there is not any, and a medicine man of your tribe comes; then you send for your minister, the Book of righteousness and love has been closed; the churches are closed; and perhaps your priest comes and he says your God is angry, and he takes a boy or girl and sacrifices as of old. Will you kindly tell me what your Maryland property would be worth then?

Ninety-nine out of every hundred dollars out of the present State of _____ is due their country and other countries and it is rightful and no first mortgage in the improvement of its schools, to give a good opportunity to every boy and every girl to be able at least to fathom the resources and to make more out of the wealth we have.

May I risk just a few illustrations. I am going to make some after that from my own native State.

Some years ago I stopped at a little railroad station and I asked a man what the land around it was worth and he said the owner had been offered \$200.00 an acre that year. My father could have bought it for \$2.00. Originally, they gave the Indians some "fire-water" and gunpowder. Now what had made it go from \$2.00 an acre up to \$200.00. The railroad had been built through there recently, and the products of that little place could be carried to the great city and from there on

the great ocean steamers they could be sent to decorate the mansions of the people of Europe. And all of this had been done by people from the schools. That railroad there with its freight train on it, which carries as many tons as many miles as four thousand horses and four thousand men; that great piece of machinery is faster far; and no uneducated man ever contributed anything to it, except the illiterate man who raised his pick and out it down to where the school-taught man told him to put it, and shovelled the dirt where the engineer had told him it should go. And it was the schools that gave the wealth and value to that piece of ground.

I was travelling through a section of country and a man showed me a little stream and said "That stream is worth fifty or a hundred thousand dollars to this country." I said "Where did all the wealth come from?" He said electric power is generated from it, which makes it worth fifty thousand dollars.

In Tennessee, there is a stream near the city of Nashville. We have been able to make a dam across it—time, ingenuity and science have done it—and finally used the water on the turbine wheel and to this attached a great dynamo, first used by a great German professor—it generates the power and carries it to Nashville—making it worth \$750,000 a year. What was it that converted it into \$750,000 a year? The wealth came from the schools, with all the boys who came from the school of technicality.

I know of a piece of land up in New England worth approximately \$300,000. Six thousand acres sold for a puppy hound and a rifle gun, and the people who bought it sold it for a dollar or two an acre, to what they called the "D—Yankees," and thought they were cheating them out of all they had. But the men who bought it, with the superiority of science, looked down through the center to the underlying materials, coal, iron, and limestone between the strata of iron, and all you had to do was to run the shaft and pipe down to the depth desired. The profit for the first year was \$750 an acre, less the amount it takes to get the ore out, but it was not worth as much as the puppy hound and the rifle gun to the illiterate man who sold it. It had no value to him; but to the people who can use it, it has far greater value than I will attempt to estimate. The young man taught in the schools is taught the science of mining, the use of the compressed water drill, the electric drill, and a late chemist devised a safety lamp; he has the means of transportation; and for these reasons the land that was sold for rifle gun and puppy hound is worth thousands of dollars on the books of that country now.

Look at that timberland. What has been done to it? Nothing, except some forest fires swept over it and destroyed some timber on it. Well, people invented the timber saw, the planing machine, and other things that work timber into material suitable for homes and other purposes, and for that reason it is worth \$7,515 an acre even back in the mountains.

It has not been long since the laboring man labored for a penny a day, or thereabout. It was all you could afford to pay him, when all the

work was done by hand. Take the handling of grain for instance, by the old method the grain was laid out on the threshing floor and tramped about by oxen, and then it was ground between two stones. You prepared the ground with a little wooden plow before Jefferson had invented the steam plow. When you picked the cotton by hand at night, what could you afford in those days to pay a farm hand, and what could you have left over as profit for yourself and for use on your farm land? But now with our cotton gins, with our great threshing machines, with our reapers and binders, we turn out thousands of bushels of flour a day, no hand touching it until it comes out ground. When you go and put into the hands of skilled men these great devices, school-taught men, the capitalist can pay the ignorant man four or five dollars a day, but the value of the ignorant man's labor depends on the learning and the training of the people taught in the schools. A man's labor is worth three dollars a year and no more. You can buy electric power at fifteen dollars per H.P. per year. A man power is worth one-fifth of that, and a fifth of that is three. But there is this difference: the electric power runs twenty-four hours a day and the man runs ten. Divide by three again and you have the value of a man's work in a year. His value, beyond that, is in the sciences and the things that are learned in the school.

I regret that I cannot take time this evening, as I would like to give examples of men who have contributed to wealth. I think I need not call your attention to the figures which have been made by the people who have studied the question in this country. The men who have had just a little education, leaving school at the end of the fourth or fifth year as wage earners, make four or five dollars a week. Those who have left off school and have learned a trade earn about \$1250 a year. Those who have been through a good technical university, learning the underlying principles of trade make on an average of about \$2250 a year, I read of a man the other day who gave up a position that paid him fifty thousand dollars a year salary, because he wanted to make money by using the scientific knowledge he had acquired. You can easily see if we have a larger number of people of this latter kind that each one will contribute to wealth, and after a while the country grows strong and rich; and then you do have money for the great masses of the people; you have money to buy the skill of the best physician that the little child might live; you have wealth to build your roads and your bridges; you have wealth to buy yourself a home and make it a place of civic beauty; you have money to pay your teachers.

You will pardon me for speaking a little too long this evening. But I will be followed by an eminent speaker and I know you will all stay and hear him through.

This talk of mine this evening has been only a suggestion that probably in Maryland and elsewhere we might have an argument for the hard matter-of-fact man who believes in education and will give it when he has it. We are poor and because we are poor, we must handle these

matters so that in the end we will be lifted out of our poverty and will be enabled to do things as other people of the world do them.

I thank you for your attention.

Dr. Claxton's address was followed by a vocal solo by Miss Sara Williams, of Baltimore County.

MR. WOOD: I think I would be recreant to a duty if I failed to thank Dr. Claxton for his magnificent address.

Our own Superintendent of Education, in Washington, will now speak to us. Our county joins Washington and we feel he is one of us. Tonight in Baltimore a distinguished orator is speaking. He is from the State from which one of our speakers tonight comes, and perhaps the best thing he has ever said was this, "You may say that I have not fought a good fight, but you cannot say I have not kept the faith." I refer to this distinguished educator from Nebraska. I had the pleasure to introduce him to the first audience to which he spoke in Washington. On that occasion he spoke to the teachers along the lines of having high ideals and working always towards higher ideals. And I might say, if you permit me to use one of the stories of that prince of entertainers, "Bob" Taylor, of sunny Tennessee, who tells the story of an old darkey alone in his cabin at night. The boys wanted to scare him and went to his window with a sheet over them, they made a racket on the window and he seeing them, ran out the door as fast as he could go. He stumbled over a rabbit in his path and said, "Git out of the way and let some one run what kin run." And now it is time for me to get out of the way. I take pleasure in introducing Dr. Davidson.

DR. W. M. DAVIDSON'S ADDRESS.

(As Caught by the Stenographer.)

Mr. President, Commissioner of Education and Fellow-Teachers:

I never do receive an introduction to an audience in which I find myself exceedingly embarrassed but what I think of an occasion of a year or two since when it was my high privilege to introduce to an audience a gentleman whom I loved as a brother, and whose ideals and high type of manhood I have always respected, and always shall, though I never have voted for him for President of the United States. I may sometime. He had just returned from a trip around the world and a committee of ladies and gentlemen called at my home and requested that I introduce him to the audience. He was to talk upon a topic which was very dear to his heart. He had had an interview with the great Count Tolstoi and his theme was to be "Court Tolstoi" by William Jennings Bryan, American farmer. When I introduced him to the audience, I tried to do it as graciously as a woman introduces her friends, but did it not half so gracefully as your presiding officer can introduce two people in the same evening. He came forward in the way in which he always greets an audience and said "Ladies and gentlemen," and he said he never

had received an introduction in public but that he thought of a young sweetheart who had a lover, who in the course of the evening told her what lovers have wanted to tell sweethearts from the beginning of the world, that she was the most beautiful woman in all the world. And, knowing that she was not, she rolled the words on her tongue; and, when he had left, she returned to her room and in the privacy thereof consulted her mirror and came to the conclusion that "love surely is blind."

You have listened tonight to a masterful address, which couched in a single sentence, as it were, conveys to our minds the idea that the education of the youth of this republic holds a first lien upon every dollar of wealth in the republic. And it is a great message to go into the hearts of teachers as well as into the hearts of the citizens of the country generally, and I congratulate you upon the opportunity which you have had to listen to the Commissioner of Education expounding in theory the real practical benefit prevailing in the relation of wealth to education in this country of ours, and I count it a high privilege to have been present tonight and to have heard the address and to have caught its purpose.

I am to talk to you tonight and I trust I may be able to make it brief, listening to the injunction of the Commissioner. However, I noticed the presiding officer said nothing about it. I shall speak on what I may call the human touch about teaching, and, like the colored minister who came before his audience and announced his text with the statement that he would divide it into two parts: "that the first part would concern the next, which pertained thereto and the second part would comprehend that which did not pertain thereto, and each concerned themselves largely with the last part." And so I wish to call attention to that which every teacher has always with her, as an ever present trouble, the course of study, and to lay down the fundamental principles of the course of study as a thing of two dimensions. There is that dimension which we measure in terms of years or grades, beginning with the kindergarten, measuring with the tape line through the first grade, the eighth grade, the twelfth and the sixteenth, and to the end of the university course when a young man or woman is receiving his sheepskin in the month of June. That is the course of study in which we, as teachers, have been concerned for many years, and will always be concerned.

Your fathers and their fathers in this republic, as teachers and as children in the public schools were concerned in the course of study and the course of study in their day was a limited thing, consisting literally of the three R's and there was a reason for that, because, as Dr. Frank Crane has well established, life is made up of two activities which tend to the training of the individual man or the individual woman; those things which are routine and have a definiteness of purpose in training, and those things which are diverse, making for a different kind of goal than the mere formal discipline of the routine work as furnished by the studies which are routine studies. In short, the branches in the course of study of the present day must be of such character that we recognize

the place of routine work in education; and hence any tendency that takes us away so far from an appreciation of what the three R's mean in education, even in this twentieth century of ours, is a tendency on the wrong track and is deserving of criticism at the hands of the people whom the teachers serve. But any tendency that does not recognize that routine is deadening in its influence on lives, is also on the wrong track and a halt should be called on that tendency by those who have the training of the children at heart. And hence, consciously or unconsciously, the teaching world have been gradually, through the process of education, made to recognize the place of routine in the course of study. We have been concerned for many years, as teachers largely, with one word in relation to this course of study. That word is "elaboration." It has been called enrichment of the old three R's—reading, writing and arithmetic. We have been enriching the course of study by passing from routine work in the schools to a work made for diversity. This enrichment of the course of study has taken on a variety of names, but under whatever name it has gone it has simply meant elaboration and elaboration meant enrichment of the content of the subject matter to be taught by the teacher to the child in the classroom.

Take the university course in this country and study it for a moment. Dr. Claxton may remember that one of his predecessors, a man who has done more to add to the reputation of American education and refinement of purpose of American educators than any other man on this continent, Dr. William T. Harris, who had an exhibition at the Pan-American Exposition. In his series of exhibits, framed and placed in a glass case about the size of one of these doors here, hung on the wall in the Government exhibit was the Bureau of Education, presenting a most characteristic study for the teachers of the country, and he showed that in the decade from 1800 to 1810 the universities in the country at that time had but thirteen branches in the course of study of the college and university. We know without doubt that a boy or girl who graduates from our high school has a wider education and more profound training than the young man or woman who graduated from Yale or Harvard three-quarters of a century ago. But when we know that there were but thirteen branches in the course of study as listed by Dr. Harris, we are astonished when we notice the exhibits down to 1880-1890. In the second decade, 1810-1820, this list had increased but two or three studies; in the next it had gone up to eighteen or twenty; next to twenty or twenty-five; and coming down to the day in which the exhibition was held, these studies have grown from thirteen to sixty-five branches offered in the universities of this country, showing a marvelous growth in our courses of study. If you were to go to Columbia or Harvard at the present time, or Johns Hopkins, or any of the great universities of this country, a list of the branches of study offered would reach somewhere near the number one hundred and twenty-five, showing again that since the Pan-American Exposition down to the second decade of the twentieth century there has been a tremendous growth in the course of study. What has been true

of the university in all these years then is not to be surprised at as being equally true as to the high school course of study. There was a time when there were very few branches of study in the course in our high schools. But at the present time there is no high school in the country anywhere that is not offering to its students a course of study that is composed of at least forty or fifty branches of study, showing what a marvelous growth the secondary schools are making. Therefore, we are not surprised to learn that the three R's of our fathers have grown under the elaborative method, differing perhaps from the three R's, reading, writing and arithmetic, to innumerable branches, such as spelling and geography and history and composition work, and there are many men and women sitting in this audience tonight who studied grammar in the schools of this country, who had never written a composition until they left school and went out into the world and had to do it. And so composition work has become a developed study, running parallel to the course of study in the schools at the present time. We have pride in our study. Our children know something of what is going on in the world. They have definite and distinct ideas on many subjects. The children can comprehend some of the great names in literature and art. We have taken walks in the country and studied together, until the children can name the trees around them. They have become keen listeners to the songs of the birds. We have put in sewing for the girls and sometimes for the boys. We have put in cooking for the girls and sometimes also for the boys. We have introduced manual work. We have encouraged the study of drawing, knowing it means something real to the child. We have introduced music and now we believe that the child should learn to love music and all the great masters who have sung and played in the world. Many countries in the world are increasing their course of study by bringing the children in contact with the minds of the masters in the realm of music. We have introduced civics, thinking that the children should know something about State Government. And the teacher is teaching it all.

We have concerned ourselves in an earlier day with physiology in our schools. There was a day when the child was able to tell the number of bones in the body, and name them from start to finish. We have simplified that, though, in the last few years and now teach something of the relation of the public school to public health; so that we not only have individual hygiene, but we have community hygiene and all the impediments to the health of the individual and community as well.

We have introduced agriculture in the public schools and are going to double it, increasing it through the years, because we recognize that the wealth of this nation rests upon the solution of this agricultural problem, in the cultivation of the soil, as has been so well illustrated by the Commissioner of Education tonight.

We have introduced what play means in the course of study. We believe that organized play is a factor in the process of education. I recall my old friend John MacDonald, of Massachusetts, meeting his

friend A. Forbes on the streets of Chicago. John said to Forbes, "Will you drink?" A. said, "No, I do not drink." John said to him, "Will you come on and have a cigar?" Forbes said, "No, I do not smoke." MacDonald said, "I see you have no vices, but have you any virtues?" We have been teaching the children many lessons in morals and manners, both directly and indirectly, and they have been sitting merely as listeners in the schools; and we have recognized, as the Scotchman tried to recognize that there is such a thing as an individual having no vices and at the same time no virtues. Vices and virtues are only developed when the individual has to be out on the firing line. Put a boy in the playground, and John and Henry and James succeed in teaching him more in three minutes than we could ever succeed in teaching him. The teacher must recognize all that the play means, and we recognize it as a course of study.

I am sure that the people in the elementary schools are concerned not with the three R's, as our fathers were, but with something like 8×3 R's, and this elementary course of study is composed of twenty-four branches which the teacher must learn and be able to instruct the children after they have learned the things. I only bring this forward by way of illustrating for a moment the tremendous growth of the course of study, to show what enrichment has been doing. The old teacher did not need to know so much as nowadays.

There was a time, even in the day of Dr. Claxton and Mr. Buchner, and even our friend, Mr. Earle Wood, when children could get certificates from the eighth grade and go out to teach. We are increasing that standard because it takes a better education to teach, and it is going to take more in the next decade than it will take now, because we believe the course of study is going to be ever enriched. And you, my fellow-teacher, are going to be the helper in that enrichment. Some of us who have reached the age of thirty have been considering this course of study in secondary and elementary education and we have now reached the point where the teacher in the elementary school will feel that she is heavily taxed, or she will feel that the proportion is so vast that she is not able to comprehend all these things in the twenty-four branches, which she must comprehend and teach. The time is going to come when, in short, she must enrich through, what I call, illumination of all the non-essentials of the branches which we teach. I am not going to stop and enumerate. I am only going to call attention to the fact that every teacher will find herself concerned in the illumination of all the non-essential branches in the course of study. Enrichment must come through illumination and after we have illuminated, let us take the subject matter of the content that is to be used in instruction, and simplify it, so that we will not be so wasteful in the work of instruction in the public school. And you teachers, I say more particularly the younger teachers in this audience, have resting on your shoulders the solution of the problem—the enrichment of essential branches through the process of illumination.

But the first dimension of the course only demonstrates the importance of the second factor. It can be compared to a pin point running itself through the meshes of this material course of study, which I have described, elaborated and developed as it has been. It may be a pin point touching all the real things that ought to be taught, going through from the kindergarten to the last year of the university course and accomplishing nothing from the standpoint of the teacher. Or it may be a teacher so broad in her comprehension of the work, that there are no limits to it, circulating the whole field of knowledge into her work and bringing it before the mind of the pupil because her intelligence and her information is so keen and alive and wide awake and so easily concerned in the instruction of the children that she really after all is the factor in the course of study. We will then state that the teacher is the second dimension in the course of study.

There are but three stages of growth in the life of a teacher. In the first place, there is the device stage, in which the teacher is concerned with the device of teaching. A teacher who is in the device stage, if she pick up an educational paper will always turn to the column which treats on device. If she be a true teacher, she will concern herself in her educational training. If she be a stern student of method, and determined to master method, she will begin to realize how puny are the things which she thought constituted the sum total of the instruction in device. Now, the study of method is the second stage in the life of a teacher, and we pass to the third stage, which is the stage which the teacher comes to through the process of evolution, known as the philosophic stage. Here the teacher places his or her foot fairly and squarely upon the principles or upon the philosophy of education, and when she measures up to the philosophic stage, she begins to comprehend what real teaching is. Now, there are teachers who pass through these three stages—the device, the method and the philosophic. There are a large number of device teachers who do not work with device. The realm in which the teachers are educated is the realm in which the teacher is concerned least with the method of education. When she reaches that stage, she may look back and see one of the most philosophic changes is proceeding from the known to the unknown and she says “why did not I used to teach with this device. I was actually reversing this principle.” In short, she begins to comprehend that there may have been errors in the past; but, with some beacon light guiding her in the field of education, as she comprehends the real philosophy of education, there will be no possibility of her meeting errors without being able to detect what those errors may be. What we are training for in these teachers' associations and in our normal schools and in our grade meetings is to increase the number of teachers in the philosophic stage and reduce the number of teachers in the device stage. But this teacher in the philosophic stage—it seems to me if she be a true teacher she illustrates what may be called the three R's in teaching. Also best illustrated by taking off this shelf a text-book, if you please. I take it, and open it and find it is a geome-

try. I study this book from preface to cover form. I find it has in it all the information that is necessary to present in a text-book on the subject of geometry, but there is not a thing in it that occupies my attention. I put it back on the shelf and take down a second book. I study the book and have not gotten far in it when there is a problem that makes it worth while as compared with the other. I find that it has the same information that the first text had; but there exists a difference. It illustrates the process of elaboration in such a way that the pupil becomes interested in the book. Then again I put it on the shelf and take down a third text-book. I examine it and find it contains just the same information as the first book and the second. It has the elaborated knowledge. I have not gotten far into it because it occupies and holds me, because there is a treatment that holds my imagination and it is long before I put it down. If this be true of a single book in geometry, how applicable that work is to the thought of the teacher. We know teachers who have information of the most accurate sort, teachers who comprehend the whole meaning of education and realize that if the boys and girls in this twentieth century are to be properly taught they must be taught by teachers who are prepared to do their work. She must have the most perfect information obtainable, if she is to be selected as a teacher for the youth of our country. But mere information, my friends, is not all essential. I recall a friend of mine, graduating as he did, who as a lawyer could be defeated by other lawyers less informed than he, because he had no power of execution within him, though he boasted all the information that the knowledge of law could give. He was a man who could not use his information. What we need are teachers who possess the power to take the text and so illuminate it in the presence of the children as to make it a living thing in their presence and so arouse competition in such a way that the child will be set on fire with a love for knowledge. And so it is just as important to the teacher as the text-book that she possess this power to illuminate by throwing said lights on the subject that is being taught, by turning on the searchlight, so as to make clear the track on the road to education. This treatment is necessary in the things that are to be useful in the instruction of the child, because the child must have his course illuminated by the right sort of instruction in the course of study.

Each of us can recall teachers who have set our hearts on fire, not only with a desire for knowledge, but with a desire to be better men and women and make something of ourselves in life. I can recall Mr. Stevenson who made an impression on my life. I can recall Albert Carroll whose presence will live in my life for all time—just as each one of you can recall a teacher who set your whole soul afire with a desire to achieve something worth while in the world. And that is the measure of real teaching, the reason that every teacher must have the power to illuminate the course of study. Inspire the little children into whose eyes we look, in order that they may measure up to the only standard of manhood and womanhood as citizens of this republic. All of which means, my friends,

to come to the second part of my discourse, that the great teachers of this republic are the teachers who possess the human touch in teaching, and that human quality is the only quality worth while.

I close with the words of a close friend of mine, who has composed from time to time and has expressed this thought, "As much as we may consult the brain and the intelligence of man, we must expect to remain still the same."

PRESIDENT WOOD: I am sure that we have all enjoyed the message from the Southland and from the busy West, as delivered by these two earnest educators.

As many of the teachers are going to leave on the early train in the morning, I want to take this occasion to thank the members of the Executive Committee, the Treasurer, Dr. Berryman; the Secretary, Mr. Caldwell, and especially Mr. Remsburg, and all other officials. I want to thank those members of the Special Committees who arranged for the departmental programs.

After having been entertained for two hours listening to the eloquent remarks of two gentlemen, it is necessary for me to take a little more of your time. We are going to allow a lady to talk for three minutes. She has asked to make it three minutes, and I present Mrs. Newell who will now talk to you.

MRS. M. A. NEWELL.

I have been truly glad in the last few days to have the opportunity of being here in such a gathering as this, a gathering made up so largely of Maryland teachers and school officials, and I have been grateful to recognize faces and to meet those who were well known in the days of yore.

I came here to try to advance the cause of the "Atlantic Educational Journal," or "Maryland Paper." I think that you have an excellent paper and I would exhort you to do what you can to further the progress that I have been making. Your paper is varied in its range, in its scope, in its teaching and in its purpose. The articles are not only suggestive, they are attractive.

I do not hesitate to say that the "Atlantic Educational Journal," or "Maryland Paper," as I love to call it, is the most valuable educational paper in use in this country. One of the superintendents of one of the State educational schools says that in the papers that she arranges for the teachers, she gets more help from this journal than from any other; that the articles are presented in such a way that they are adaptable to all the grades. I know that the management of the "Journal" is making laborious efforts to enhance the value of the paper, but the management cannot do everything. The teachers and the school officials must help out. It seems to me that to try expand all the time, without corresponding replenishment, is about as impossible in things educational as in things material. The constant giving out of knowledge

must entail the constant taking in of knowledge, and it seems that the teachers must keep in close touch with the great educational teachers. They must try to elevate their methods by the methods that have been formulated in the laboratories of knowledge and they must try to learn through the valuable medium of the reference pamphlet.

I have gone to you in the last few days and tonight I ask you that you will come to me, no matter what your attitude may be, whether you already subscribe to the "Journal" or not. I would like to have you come and speak to me in the morning.

I thank you very much.

MR. WOOD: I shall ask the Committee on Resolutions to have the report prepared for tomorrow morning's meeting, and at that time we will have the reports of all other Committees.

I would like to suggest that the Committee on Resolutions do not fail to extend the sympathy of this Association to Mr. S. N. Young, who for sixteen years has been Assistant Superintendent of Schools in this county, and who now lies ill in the Frederick City Hospital.

We will now adjourn.

FRIDAY MORNING, JUNE 28TH, 1912.

SECRETARY CALDWELL: The Association will please come to order. Miss Williams, of Baltimore County, will favor us with a song.

PRESIDENT WOOD: We will now have the report of the Maryland State Teachers' Reading Circle.

SECRETARY CALDWELL: Miss Tarr, the Secretary of the Reading Circle, has handed me this report:

Braddock Heights, Md., June 28, 1912.

To

The Maryland State Teachers' Association.

Ladies and Gentlemen:

I herewith submit the eleventh annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. The records for the year 1911-12 show an enrollment of 789, the membership being distributed as follows:

Allegany	2	Harford	20
Anne Arundel	0	Howard	10
Baltimore City	0	Kent	45
Baltimore County	0	Montgomery	76
Calvert	0	Prince George's	0
Caroline	71	Queen Anne's	80
Carroll	0	St. Mary's	0
Cecil	116	Somerset	1

Charles	0	Talbot	72
Dorchester	61	Washington	40
Frederick	0	Wicomico	135
Garrett	0	Worcester	60

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

Course of 1909-10.

Ella Canan.....Cecil County
 Frances Cleaves....Cecil County
 Ruth Powell...Wicomico County

Course of 1910-11.

Caroline Conty.

Bertha Blades	Cecille M. Parks
Ethel P. Cade	Emily C. Pearce
Olivia M. Coffin	Mrs. Elizabeth Pippin
Lelia J. Cox	Dora Powell
Inez Dever	Mildred Ramsdell
Elizabeth S. Dukes	Muriel Ramsdell
Hattie Dukes	Mary E. Raughley
Myrtle M. Dukes	Caroline P. Redden
Ethel B. Fletcher	Ethel C. Reese
Pauline Goslee	Mary E. Reynolds
S. Grace Greenlee	Elsie Lee Roe
Arthur S. Greenwood	Olivia P. Roe
Mary E. Gullette	Rebecca Satterfield
Nellie C. Harris	Susan Saulsbury
Ella Harrison	Margaret S. Schroeter
M. Louise Higgins	Bertha Shull
J. Walter Huffington	Clara B. Todd
Mrs. Mabel Knotts	Virgie A. Williams
Lora A. Lynch	Addie L. Wilson
Laura Melvin	Eva Wright
Dora Noble	

Cecil County.

Ethel DuHamell Helen S. Davidson
 Frances M. Cleaves Evelyn T. Kimble

Dorchester County.

Ethel D. Tubman

Talbot County.

Henry Emerson Adams	Ethel Cooper
L. Veda Barto	Bessie Gretzinger
Lina Bridges	Nannie I. Stevens
Sadie B. Bridges	Erma B. Stewart

Wicomico County.

Minnie E. Anderson	Mamie Morris
Addie E. Bennett	Edna Owens
Myra A. Bennett	Blanche Owens
Ruth Bennett	Alice M. Pollitt
Mollie E. Betts	Ruth Powell
Irma Boston	Amy Grace Robertson
Lulu Bounds	Anna M. Sheppard
A. Mae Brittingham	Edith Shockley
Emma Caulk	Nancy Hooper Smith
Clara Culver	Morris L. Stier
M. Grace Darby	Ida M. Taylor
L. Kate Darby	Alice Toadvine
Marian S. Davis	Mary E. Toadvine
L. Cora Gilliss	Hettie W. Twilley
Maude A. Graham	Nina Venables
May Hamblin	Julia W. Waller
Mary C. Hill	Lucy J. Walter
Nettie Holloway	A. Edna Windsor
Marian Ruth Insley	Mattie E. Windsor
Mamie Jones	Elizabeth W. Woodcock
Gertrude Killiam	Lulu E. Wright
Ida C. McGrath	Mary Cooper Smith
Edna Morris	Mary E. Wood
Ida Morris	Sallie J. Clash
Inez Morris	Thomas H. Truitt

TESTIMONIALS AWARDED.

The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma:

Henry Emerson Adams.....	Talbot County
L. Veda Barto.....	Talbot County
Sadie B. Bridges.....	Talbot County
Erma B. Stewart.....	Talbot County

READING COURSES FOR 1912-1913.

The Board of Managers has selected the following books for the course of 1912-1913.

*Pedagogy**—"A Brief Course in the Teaching Process," by George Drayton Strayer, published by Macmillan Co.

*High school teachers are permitted to make their study and prepare their theme from Johnston's "High School Education," published by Scribner.

History—"The American Revolution," by Lecky, published by Appleton.

English—"Writing the Short Story," by Esemwein, published by Hinds, Noble and Eldredge. In connection with this book will be read "The World's Greatest Short Stories," by Sherwin Cody, published by A. C. McClurg and Co.

Science—"Farm Boys and Girls," by McKeever, published by Macmillan Co.

THEMES.

All themes are to be handed in not later than September 1st. The Secretary will return rejected themes to the writer by November 1st to be re-written if the writer so desires. All themes will be returned to the writer by December 1st.

During the year the Reading Circle has been under the direction of the following officers:

Dr. M. Bates Stephens, ex-officio, Chairman, Annapolis.

Miss S. E. Richmond, State Normal School, Baltimore.

Mr. J. Montgomery Gambrill, Polytechnic Institute, Baltimore.

Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis.

Miss M. M. Robinson, Western Maryland College, Westminster.

Mr. H. H. Murphy, Principle Franklin High School, Reisterstown.

Mr. Edward M. Noble, County Superintendent of Schools, Denton.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Miss M. W. Tarr, Secretary, Maryland State Normal School, Baltimore.

As the terms of three members expire at this time—those of Mr. Orem, Mr. Noble and Mr. Murphy—it is necessary for this Association to appoint their successors.

Respectfully submitted,

M. W. TARR,

Secretary.

PRESIDENT WOOD: Mr. Orem, Mr. Noble and Mr. Murphy, or the three members of this Committee whose terms expired, were reappointed on Wednesday for three years.

The above report was accepted by the Association.

PRESIDENT: The Secretary will now read the report of Dr. Berryman, Treasurer of the Association.

REPORT OF TREASURER.

Braddock Heights, Md., June 28th, 1912.

DR. R. BERRYMAN, Treasurer.

In Account with the Maryland State Teachers' Association.

DEBIT.

1911.			
July 10	To Balance,	National Bank of Commerce.....	\$195.37
Sept. 14	To Check,	Hugh W. Caldwell, Secy., 792 membership.....	396.00
1912.			
Jan. 30	" "	E. A. Browning, Supt. Garrett County.....	15.00
" 30	" "	Nicholas Orem, Supt. Talbot County.....	15.00
Feb. 1	" "	E. M. Noble, Supt. Caroline County.....	15.00
" 1	" "	B. J. Grimes, Supt. Queen Anne's County..	15.00
" 5	" "	Wm. J. Holloway, Supt. Wicomico County.....	15.00
" 6	" "	M. Bates Stephens, Supt. State of Maryland....	15.00
" 7	" "	D. S. Simpson, Supt. Carroll County.....	15.00
" 7	" "	W. C. Phillips, Supt. Howard County.....	15.00
" 8	" "	Milton Melvin, Supt. Kent County.....	10.00
" 10	" "	C. Merrick Huyett, Supt. Washington County...	15.00
" 10	" "	Earle B. Wood, Supt. Montgomery County....	15.00
" 10	" "	John T. White, Supt. Frederick County.....	15.00
" 8	" "	Albert S. Cook, Supt. Baltimore County.....	15.00
" 13	" "	Wm. P. Beckwith, Supt. Dorchester County....	15.00
" 19	" "	Wm. P. Daschiell, Supt. Somerset County.....	10.00
" 19	" "	W. D. Bratton, Supt. Cecil County.....	15.00
" 15	" "	Samuel Garner, Supt. Anne Arundel County.	15.00
" 20	" "	E. W. McMaster, Supt. Worcester County.....	10.00
Mar. 6	" "	Chas. T. Wright, Supt. Harford County.....	15.00
" 8	" "	J. Briscoe Bunting, Supt. Calvert County.....	15.00
" 8	" "	A. C. Willison, Supt. Allegany County.....	15.00
" 19	" "	John H. Roche, Secy. Baltimore City.....	15.00
Apr. 3	" "	Frederick Sasser, Supt. Prince George's County.	15.00
" 16	" "	M. R. Stone, Supt. Charles County.....	15.00
May 20	" "	Maryland Educational Publishing Company.....	12.00
June 20	" "	George W. Joy, Supt. St. Mary's County....	15.00

\$963.37

CREDIT.

1911.			
June 30	By Check,	Siler Garrison, Exp. Delegate from Va.....	\$ 3.50
" 30	" "	M. A. E. Biser, Expressage.....	2.25
Dec. 11	" "	Easton Pub. Co., Proceedings.....	60.00
" 22	" "	John T. White, Exp. Delegate to Va.....	27.10
" 30	" "	The Dulaney-Vernay Co., Cabinet.....	39.25
" 30	" "	The Cecil Whig Pub. Co.....	11.00
Feb. 24	" "	John M. Reed, Envelopes, etc.....	10.70
" 29	" "	Hugh W. Caldwell, Exp. Proceedings.....	47.35
Jan. 27	" "	Dulaney-Vernay Co., Cards.....	4.30
May 21	" "	The Cecil Whig.....	5.25
" 18	" "	Torsch & Franz Badge Co. (600).....	30.00
" 22	" "	The Cecil Whig, Printing.....	5.75
June 27	" "	Robt. L. Downing, Address.....	7.50
" 27	" "	Isabel Davidson, Exp. Elem. Dept.....	15.00
" 27	" "	Minnie L. Davis, Exp. Grammar Dept.....	10.50
" 27	" "	Earle B. Wood, Exp. President.....	45.00
" 27	" "	A. Blanche Koontz, Exp. Stenographer.....	40.00
" 27	" "	Hugh W. Caldwell, Exp. Secretary.....	112.87
" 27	" "	Dulaney-Vernay Co., Exp. Programs, etc.....	165.04
" 27	" "	R. Berryman, Exp. Treasurer.....	39.80
" 27	" "	Cecil Whig Pub. Co., Exp. Printing.....	3.75
" 27	" "	Thos. C. Bruff, Exp. Executive Committee.....	10.00
" 27	" "	Chas. H. Remsberg, Exp. Executive Committee..	3.75
" 27	" "	Frederick R. R. Co., Exp.....	3.75
" 27	" "	J. D. Gray, Exp. Rural Dept.....	24.80
" 27	" "	Sarah M. Williams, Exp. Music.....	9.00
" 27	" "	Hotel Braddock, Exp. Speakers.....	15.00

\$752.22

29 To Balance National Bank of Commerce..... 211.15

\$963.37

ROZELL BERRYMAN,, Treasurer.

SECRETARY: This report has been referred to the Auditing Committee, and the Auditing Committee makes the following report:

Hotel Braddock, Md., June 28th, 1912.

We, the Auditing Committee, appointed to audit the Treasurer's accounts of the Maryland State Teachers' Association, have to report that we have thoroughly examined said accounts and find them to be correct. We find that the receipts during the year, including the balance of the preceding year, to be \$963.37, and the expenditures have been \$752.22, leaving in the treasury a balance of \$211.15.

Respectfully submitted,

(Signed) SAMUEL GARNER, Chairman.
GEO. W. JOY,
ARTHUR F. SMITH.

PRESIDENT: Is there any report from the Legislative Committee? I think Superintendent Wilson is Chairman of that Committee.

The Legislative Committee had no report to make.

PRESIDENT: We will now have the report from the Committee on Educational Progress.

REPORT OF COMMITTEE ON EDUCATIONAL PROGRESS.

There can be no doubt but that there is among the American people an increasing appreciation of education. Years ago they adopted it and through all their history they have maintained it, as their ideal basis upon which to build a civilized and enlightened nation.

With this ideal before them activity along educational lines has been conspicuous and continuous and at no time more so than at present. Looking over the whole area we see so much of interest and so much that seems to tend toward a realization of that ideal, that it is hard to confine it all within the limits of any report.

We must note first the appointment of Dr. P. P. Claxton, of the University of Tennessee, U. S. Commissioner of Education, as an event of national importance and interest.

The people's direct interest is shown in the passage by legislative bodies of important school laws, the immediate purpose of which is to improve school conditions. We might mention compulsory school laws and their necessary supplement child-labor laws; minimum salary laws; increased tax rate; increased areas of taxation; acts to establish or increase pension funds; and direct appropriations for buildings and for salaries.

One of the greatest, if not the greatest, acts of the late Congress was the establishment of a Children's Bureau at Washington. The work of

this bureau, national in its scope, will bring to educators much valuable information.

The establishment of commissions to study educational conditions, and the growing approval of more rigid and expert supervision of educational interests are both signs of progress.

There is an awakening and continued interest in the physical needs of school children—the most recent evidence probably being the establishment of open-air schools, and the provision of school lunches and of bathing facilities. An appreciation of the physical as well as the moral aspect of play might come under this head.

There is marked improvement in what may be called educational tools and instruments, such as text-books, educational journals, school-room aids of various kinds and not least in school architecture.

These items noted might be said to have a national significance. What part is Maryland taking?

We refer you to the 45th Annual Report of the State Board of Education from which we take the following:

Approximately we are spending four and one-quarter millions of dollars.

We have increased salaries \$153,962.91.

The average local levy has increased to thirty-two cents. Is your county one of the seven which has not reached thirty?

High schools have made substantial progress.

Legislature of 1910 restored the State School Tax to 16½, this rate on the increase of taxable basis resulting from the new assessment will materially increase the State apportionments to the counties.

The Maryland Normal and Industrial School, colored, opened at Jericho Park, Prince George's County, in September, 19... The State Board looks to its work as being especially designed to suit conditions.

The opening of the first Summer Session of Johns Hopkins University on July 5, 1911, was an event of great importance to the educators of Maryland.

There were in attendance 335 teachers of which 50 per cent represented the counties. We recommend the reading of Dr. Buchner's article on the subject in the annual report.

Many Maryland teachers attended other Summer schools. It is not too much to say that the efficiency of the teaching force in the State of Maryland is increasing in direct proportion to the number of teachers attending summer schools. Summer school attendance should be a regular part of the teacher's work and she should be paid accordingly.

The outlook for the Normal School is most encouraging. We look upon the granting of the special appropriations for the new Normal and for the establishment of a School of Technology as the two great acts passed by the Legislature of 1912.

The recommendations of the Principal, Miss Richmond, should be read. They will be found in the Annual Report.

The subject of Agricultural education and all it involves, especially the close relation it bears to the needs of a large part of our rural population, is receiving increased attention.

Increase of membership in the State Association is also noted. Last year over 1910 we grew 88 per cent. May it be even greater this year.

Another feature of this report which we thought would be valuable is a condensation of the legislative acts passed this year. They appear here not in their legal form but as simplified statements of just what was done. We cannot but feel greatly encouraged as we read them.

EDUCATIONAL LEGISLATION.

A. Authorizing a bond issue of \$600,000 to purchase new site and erect buildings for the Maryland State Normal School, now located in Baltimore City.

B. Appropriating \$25,000 for repairs for Normal School at Frostburg.

C. Providing for the adoption of uniform school reports to include Baltimore City. Previously Baltimore City was not required to report to the State Board of Education.

D. Making all minimum teachers' salary laws apply to teachers of schools averaging ten pupils or more. The old law required an average of fifteen pupils.

E. Giving the State Board of Education authority to publish annually an approved list of colleges and universities, and authority to fix the standard for said approval.

F. Compulsory School Attendance Law, applying to the entire State, with the exception of six counties requiring consecutive attendance for at least four months for all children between the age of eight (8) and fourteen (14) in the counties, and giving the county school boards authority in their discretion, to extend the period of consecutive attendance to the entire school year. In Baltimore City the age limit is the same, but consecutive attendance is mandatory for the entire school year.

G. Increasing the State appropriation for retired teachers and transferring the distribution of the fund from the Comptroller's office to office of State Superintendent of Education.

H. Amending Child Labor Law to conform with Compulsory School Attendance Law.

I. Giving school boards authority to condemn as much as five (5) acres of ground for school-house sites, instead of one (1) acre as provided by the old law.

In addition to these general laws, the session was notable for its number of enabling Acts, authorizing county school boards to issue bonds for new school houses.

Several counties enacted laws providing minimum salaries for teachers above what is required by the general law.

Baltimore and Allegheny Counties provided rather liberal retirement funds for teachers. This is in addition to that provided by the State.

The State also created a bond issue of \$600,000 providing for State School of Technology, to be established in connection with the Johns Hopkins University.

Several of the County Superintendents have very kindly furnished us with data from their respective counties, as follows:

Anne Arundel has made very substantial progress in that they have a supervisor of instruction in the elementary grades.

The School Board has assisted several of their teachers in attendance at Summer Schools and a County Improvement Association has been organized which promises good results.

Baltimore County, which is always to the front in matters educational, has extended their plan of grade supervision so that now every teacher in the white schools is a member of a regular supervisory group.

The teachers in the one-teacher rural schools forming one group, the principals in two-teacher schools another group, and the assistant teachers in the later another group. The last two groups meet at the same time for an entire day four times a year, and the supervisors assist in directing the work of these groups.

They also assist with the all-day meetings of the one-teacher school group.

These meetings have helped materially in unifying the work of all the schools of the county.

Science work in the High Schools has been greatly strengthened and better laboratory facilities provided.

The work in the department of Home Economics in the High Schools has been extended, the girls now having a course extending over four years. Beginnings in millinery and dressmaking have been made in all the High Schools in the last year of the course.

The beginnings of a Co-operative Course for boys have been made at the Sparrows Point High School, four pairs of boys having started the work April first.

This course will be elective, after the second year of the High School, in the future, the boys alternating between the school and the shop.

In Caroline County the interest is being centralized chiefly in the community side of education. They are planning a garden club for every school in the county, together with industrial exhibits for the older boys and girls. It is encouraging to note that many teachers, as well as their pupils, have become interested.

Garrett County feels especially encouraged, and proud of the work done in their Summer School, which was the first one inaugurated in the State. In the four sessions, they have never had less than two hundred and twenty-four teachers enrolled. Their instructors were of national reputation, and the work was along the lines of Pedagogy and Methods in Teaching.

Their salaries have been increased from an aggregate of \$18,000 per annum to an aggregate of \$43,000, and the school term has been raised from four months to seven and one-half months. They have four High Schools, in one of which they have all the departments required by the State Law.

They have built about sixty new school houses.

Harford County, too, is making substantial progress. They have established one Domestic Science Department, two Commercial Departments, two Manual Training, and two Agricultural Departments.

They have built two new High Schools, one at Aberdeen and one at Highland, and now have under construction a handsome new building at State Ridge, which will probably cost \$15,000.

In addition to this they have established Physical and Chemical Laboratories at Havre de Grace, Belair and Jarrettsville and have supplied the same schools with reference libraries along scientific lines.

The general trend of the work is upward and the people of the county show a high appreciation of the improvement made.

There are six schools taking the prescribed State Course for High Schools and prospect of another in the near future, in the new building at State Ridge.

In Prince George's County "Educational Progress" has in a general way been rather marked. A course in Domestic Science has been established in the Laurel High School. A course in Agriculture in the Surrattsville High School and a Commercial course in the Marlboro High School. At the Baden High School, which will be opened in September, special attention will be given to a course in Agriculture.

Last year a supervisor of Colored Schools was employed and much was done, through his co-operation, in elevating the tone and usefulness of these schools.

Several large brick buildings have been constructed for the graded schools; the teaching force has been largely augmented and the salaries of teachers substantially increased by an Act of Legislature.

In Talbot County grade supervision, which was inaugurated there three years ago, is still continued. The benefit accruing from this intensive supervision marks it as the greatest step forward, taken for some years as by it the efficiency of the teaching force has been increased twenty-five per cent.

In the work of these supervisors, it was found advantageous to give special attention for one year, to some definite subject of the curriculum, rather than to cover the entire field of method in the elementary course of study. Following this plan they made a study in the district meetings of spelling, reading and arithmetic. A county spelling contest was held with gratifying results.

A corn-growing contest was held under the direction of the Board.

In connection with the district meetings for study of Method, every teacher in the county has, for the past four years, passed the State Read-

ing Circle course with the result of fifty per cent of all certificates awarded going to Talbot County.

A number of Patrons' and Parents' Meetings were held which proved of great help and encouragement to teachers.

Salaries have been increased in the past four years. These salaries are payable in ten monthly installments on or before the fifth of the succeeding month.

In Queen Anne's County special attention has been given to the subject of writing. The instructor in the Commercial Department in the Centreville High School, has, in connection with his regular duties, supervised the work in penmanship. Through correspondence lessons, group meetings and school visitation he has succeeded in inspiring teachers and pupils to high ideals in the art of writing. He has emphasized the three important characteristics—ease, speed and legibility. The excellent results have fully warranted the investment.

The recent establishment of three new high schools in the county is a fact worthy of mention. The one at Stevensville has now completed a successful first year; the buildings at Sudlersville and Queen Anne are just now in process of construction. The school at the latter place is a Tri-County High School, being located at the juncture of Caroline, Talbot and Queen Anne's Counties, and will be furnished with a well equipped laboratory.

In Howard County school conditions for the past few years have been marked with encouraging signs of progress, both in general interest of the people and the professional earnestness of the great majority of the teachers. Twenty-five per cent of the teachers of the county attended the Summer School at the Johns Hopkins University last summer.

The inability of the School Board to pay salaries commensurate with the skill and services of many teachers is a discouraging feature. This condition causes the loss of many efficient teachers.

New and modern buildings have been erected to take care of the increased enrollment and to replace old houses.

Three large rooms have been added to the Ellicott City High School to meet the requirements of the law. One of the rooms is a finely equipped laboratory.

The Commercial and the Manual Training Departments are important features of the High School.

The High School has made rapid progress in every department under its efficient corps of teachers.

One rural school has been consolidated with the High School. Considerable agitation is going on in the county in the interest of consolidated schools. This interest has been increased by public school meetings, where the advantages of the consolidated school have been presented to the people.

Such schools could now be organized in the county without much opposition, if it were not for the subject of taxation.

Good libraries are being established in most of the schools.

Interesting games and playground associations have been formed at some of the schools.

Carroll County has opened a Domestic Science Department in the High School at Westminster, and employed a grade supervisor for one year.

The items noted all indicate progress. By their side might be placed another list—a list of our educational needs and aspirations. This would not necessarily show a discouraging condition. No system of education can be complete. There is no such thing as completeness in education, any more than in man. As long as man continues to develop, educational ideas much change. We may look for and expect to find defects in what we are pleased to call our present advanced methods. May these defects be recognized and overcome, and may each year show us greater needs and greater means.

Submitted by Committee on Educational Progress.

IDA P. STABLER, Chairman.

PRESIDENT WOOD: In January, I believe it was, Superintendent White was appointed Fraternal Delegate to the Virginia State Teachers' Association. Professor White will now report.

MR. WHITE'S REPORT.

Ladies and Gentlemen:

My report this morning will be very brief, but the extended report will be found in the book of proceedings that you will receive next spring, from the Secretary. I wish to read the telegram received from Dr. Keister, Fraternal Delegate from the Virginia State Teachers' Association:

“Supt. White:

Congratulations to the Maryland State Teachers' Association. Visit to the Virginia Military School prevents my being present. Express my regrets to the Association.

(Signed) W. H. KEISTER.”

I wish to be as brief as possible in making this report. In the first place I wish to thank your honored President for extending that compliment to me, sending me as Fraternal Delegate to Virginia. I went to Virginia on the 22nd, expecting to return to work on the 29th. I met Dr. Keister at the Atlantic Hotel, on Monday, and told him that I was representing the Maryland State Teachers' Association. He greeted me very cordially and told me that he wished to furnish me the best audience he could on that occasion. He had my name put down for Thursday evening, November 30th, Thanksgiving. Well, there was nothing for me to

do but to stay over that evening. It was the largest gathering of teachers it has been my pleasure to attend, 2500 delegates being present. The State of New Jersey held the record for membership. Virginia stands first now, with an enrollment of 2500. I had a very pleasant time at Norfolk. We had twenty-one department meetings on at one time. It was impossible to attend all the departments. I attended a number and listened to many able addresses. I think the best address was by the State Superintendent, Dr. Eccleston.

The teachers were very pleasant and agreeable and I enjoyed Virginia hospitality to the utmost. I had the pleasure of addressing an audience on Thanksgiving morning of about 900. They were very attentive and I was told that my address was well received and appreciated.

On Friday, they took us to the Hampton Institute, where they educate Indian and negro children. They have about 125 students. All the buildings were constructed by the students. I had a very pleasant visit in Hampton and I have tried to make use of the information I gathered there, in the colored institutions of Frederick County.

The teachers and citizens gave us a very nice reception in Norfolk. It was said that we had one thousand people at the reception on Friday night.

I will make full report, as I told you in the beginning, in the book of proceedings and try to make it as interesting as I can.

I wish to say to you that I regret exceedingly that Dr. Keister was unable to be present. I know you would have appreciated his address, if he had been able to come.

They elected their officers and their rule is that the President elected is to be the Delegate to the Maryland State Teachers' Association.

Again I thank the President for honoring me with the position of Fraternal Delegate.

MR. WOOD: I see that Mr. Noble and Mr. Cook are here, and we will now have the report of the Committee on Resolutions, by Mr. J. B. Noble.

COMMITTEE ON RESOLUTIONS

Wishes to submit for your approval the following:

Whereas, This Association has heard with deep regret the serious illness of one of the most ardent members, Prof. S. M. Young, Assistant Superintendent, Frederick County, resolved that we convey to him through the Secretary our earnest hope that he may speedily be restored to health.

Whereas, It has pleased God in His wise Providence to remove from our midst our beloved friends and co-workers, Hon. Zadok P. Wharton, former members of our State Board; Dr. S. Simpson and Prof. John P. Fockler, former Superintendents of Carroll and Washington Counties, respectively;

Whereas, their true and loyal devotion to the cause of education and their ready willingness on all occasions to aid this cause by their wise counsel, have rendered their services to this Association of great value in shaping and guiding its destinies; therefore, be it

Resolved, That in their death the Association has sustained a loss of three of its most active and efficient members and that while we greatly deplore this loss, we bow in humble submission to the will of Him who doeth all things well, and that the Association extend to the families of the deceased its sincere expression of sympathy.

Be It Further Resolved, That a copy of these resolutions be sent to the families of the deceased members and be embodied in the minutes of this Association and that they be published in the local papers of their respective counties.

Whereas, Our State Legislature has been fully aroused to a realization of our dire need for better equipped teachers and our extremely poor equipment for meeting this need, and have taken steps toward meeting this demand by appropriating a substantial sum of \$600,000 for the erection and proper equipment of a new State Normal School to be located near our chief metropolis; therefore, be it

Resolved, That this Association tender its appreciation to Miss Sarah Richmond for her skillful and untiring efforts and to all others who have labored so hard in bringing about this much-needed legislation.

Whereas, Johns Hopkins Summer School, under the able direction of Dr. Edward F. Buchner, did in its first session meet the highest expectations of the school officials of the State who had looked forward to the establishment of such an institution which should provide for the better training of the teacher in service; and,

Whereas, a greater number of instructors have been secured and a fuller course of study mapped out for the coming sessions of this summer; therefore, be it

Resolved, That this Association extend its best wishes for its increased usefulness.

We wish to take this opportunity of expressing our appreciation and approval of the Act of the last General Assembly of Maryland in putting on our statute books a compulsory education law, and we would go on record as urging our county school boards with whom the power of enforcing this law is vested, to embrace this opportunity of raising the standard of our citizenship and promoting the general usefulness of the school.

Resolved, That this Association endorse the "Atlantic Educational Journal."

It is with great pride that we note that our Association has more than doubled its enrollment in the past two years, reaching now almost the 1000 mark; and,

Whereas, This vast increase has largely been brought about by the earnest efforts of the officers of this Association, the School Superintendents of the State, and especially would we mention in this connection

Superintendent J. T. White, of Freeerick County, which county furnishes practically one-third of the entire membership; therefore, be it

Resolved, That we take this opportunity to express our pleasure at this showing and to register our thanks to the above named officials for their great help in the making of this organization an organization for which our State can be justly proud.

We also wish at this time to express our thanks and appreciation to the Frederick, Anne Arundel and Baltimore County schools for their interesting exhibits.

Resolved, That we again extend our sincere thanks to the Braddock Heights Colony for a second time inviting us to this delightful, picturesque and historic place for our meeting; to the Frederick Board of Trade; Frederick Railroad Company; Hotel management; the Remington Typewriter Company and their assistants for their efficient and willing services, and to all others who have been instrumental in making our stay most pleasant and agreeable. To the various speakers to our general meetings, including Judge Hammond Urner, Dr. P. P. Claxton, U. S. Commissioner of Education; Dr. W. M. Davidson, Superintendent of Washington City Schools; our own State Superintendent, Dr. M. Bates Stephens, and to those participating in the sectional meetings of whom we would mention especially Miss Helen Gover and Miss Anna Brochhausen, and to all who took part in the program we extend our sincere thanks and appreciation for the profit, pleasure and inspiration received thereby. Finally, for the arrangement of the splendid program of this meeting, we would not be unmindful of our obligation and indebtedness to our Executive Committee and especially to our retiring President, Prof. Earle B. Wood, for his fruitful efforts in making this one of the most enjoyable and profitable meetings in the history of the Association.

Respectfully,

(Signed) J. B. NOBLE,
A. S. COOK,
MABEL STEVENS.

It was duly moved and seconded that the Report of the Committee on Resolutions be accepted, and this motion was unanimously carried.

PRESIDENT: The election of officers will now be in order. You are called upon to elect a President, Second Vice-President, Secretary and Treasurer, and one member of the Executive Committee.

The election of the President will be first in order, I believe.

MR. WHITE: Mr. President, I would name for President of the Association Mr. J. B. Noble, of Queen Anne's County.

MR. GEORGE W. JOY: I second the nomination.

Mr. Cook moved that the nomination be closed, which motion prevailed.



JAMES B. NOBLE
President-Elect.



MR. WOOD: The Secretary is authorized to cast the ballot for Mr. J. B. Noble, as President.

Mr. Noble was declared elected President of the Association.

MR. WOOD: We are now ready to receive nominations for Second Vice-President.

MR. WHITE: I would like to present to the Association the name of a gentleman who has been a member of the Association longer than any other member present—a gentleman of the highest type—Mr. Charles F. Raddatz, of Baltimore.

MR. GARNER: I second the nomination.

MR. WOOD: The nomination has been seconded. Are there any other nominees?

It was moved and seconded that the nominations be closed. The Secretary cast the ballot for Prof. Charles F. Raddatz. Mr. Raddatz was declared elected Second Vice-President.

MR. WOOD: The election of the Secretary is now in order.

MISS RICHMOND: Our Secretary for some years past has served us so faithfully and so efficiently that I nominate him for the secretaryship.

The motion was seconded, and it was then moved and seconded that the nominations be closed. The President cast the ballot for Mr. Hugh W. Caldwell as Secretary of the Association.

MR. WOOD: The election of the Treasurer is next in order.

MR. GANBRILL: I name Dr. Berryman.

MR. HUYETT: I second the nomination.

MR. COOK: I move that the nominations be closed.

The Secretary was instructed to cast the ballot for Dr. Berryman as Treasurer of the Association.

MR. WOOD: We have one more position to fill, it is the position on the Executive Committee.

MR. ARTHUR SMITH: I nominate as member of the Executive Committee Mr. Olin R. Rice.

Mr. Huyett named Miss Edith M. Hill, of Washington County.

Miss Hill's nomination was seconded.

MISS RICHMOND: I only want to say that for the nomination of this member you must get a strong person. You know it requires a strong member, as that member must serve for three years.

MR. BREWER: I rise to second the nomination of Olin R. Rice.

MR. WOOD: Are there any further nominations? The nominations of Miss Hill and Mr. Rice are regular.

It was moved and seconded that the nominations be closed.

There was some discussion as to whether the vote should be a standing or written one. It was finally decided that it should be standing.

MR. WOOD: All in favor of Miss Hill succeeding Miss Tall will please rise, and the Secretary and tellers will count.

One hundred and nineteen votes were reported in favor of Miss Hill.

MR. WOOD: All in favor of Mr. Olin R. Rice as member of the Executive Committee will please rise.

Thirty-four votes were reported for Mr. Rice.

MR. WOOD: Miss Hill having received 119 votes and Mr. Rice 34 votes, Miss Hill is elected a member of the Executive Committee.

Mr. Arthur Smith moved that the election of Miss Hill be made unanimous. The motion was seconded.

MR. WHITE: I move that the Secretary cast the vote by ballot, that this may be legal. (The motion was seconded.)

MR. WOOD: In order that this may be regular, it has been moved and seconded that the Secretary cast a ballot.

Secretary Caldwell cast a ballot and Miss Hill was declared elected a member of the Executive Committee for three years.

MR. WOOD: At a great convention in St. Louis, at which the Honorable Champ Clark was presiding, they had considerable trouble in maintaining order. Mr. Clark's voice has gone back on him and when it was time for him to adjourn he went over to a man who evidently had not studied Latin, and he said, "Please adjourn the meeting SINE DIE." The man called out, "The meeting is adjourned sign or die."

Before we adjourn, according to the Constitution we must present the newly elected President. I take pleasure in presenting to you Mr. J. B. Noble, the newly elected President of this Association.

MR. J. B. NOBLE'S ADDRESS.

I want to say that I was almost "scared out of my boots" when called up here to read the report of the Committee on Resolutions, and this just about finishes me.

I cannot quite understand why the newly presiding officer should be called upon to make his speech of acceptance immediately after being elected. If William Jennings Bryan should be elected President of the United States, he would be given some time to prepare his acceptance; and here the President of the Maryland State Teachers' Association is forced to get up here and speak.

I do not know whether Colonel Roosevelt would consider it an honor to be elected to any office as easily as I have been elected today. However, I am proud to say that I consider it a great honor to be elected President of this Association, and I want to thank you all for considering me worthy and say that I shall do my best to uphold the duties of the office, and do everything to make my term a credit to the Association.

As I said before, I had not any idea before coming up here that my name would be proposed, and I want to thank you all.

MR. WOOD: The 45th Annual Meeting of the Maryland State Teachers' Association stands adjourned.

Department of Elementary Education

PRIMARY GRADES

The Primary Division of the Maryland State Teachers' Association met in the peristyle of Braddock Hotel Wednesday, June 26, at 9.30 in the morning.

Miss Isobel Davidson, the Chairman of the Division, said:

Last year the custom of having general sessions in the morning was abandoned, and sectional meetings substituted in their place, so we now have the High School Department, the Rural School Department, and the Primary and Grammar Departments of Education; it being believed by those in charge that better work could be done, that the needs of the different teachers could be reached and met, if special problems in these various departments were considered.

The plan was so successfully carried out and the results so satisfactory that it seemed wise to continue.

It is claimed by some that we do not get the inspiration that we did formerly, by having the departmental meetings; but that I am sure will be obviated by the general sessions in the evenings. We will get real help and inspiration here in the morning and I trust you will find them exceedingly profitable.

It seemed well to attack one or two problems in certain subjects rather than to cover a wide range. Last year we attacked special problems in reading, spelling, phonics, and a little arithmetic. This year we will pay especial attention to certain interesting phases of language and arithmetic and a few games.

Early in the year I sent a letter to the superintendents of the different counties of the State, asking them if each school would co-operate in making an exhibit of pupils work in language and arithmetic for the Maryland State Teachers' Association, and I want to call your attention to the splendid exhibits that have been sent by Frederick, Anne Arundel, Harford and Baltimore Counties.

These exhibits can be studied with reference to the work that is to be presented here today and tomorrow. They serve as an illustration of the work we are attempting to do.

Miss Theresa Wiedefeld, of Baltimore County, is to present the work in music: Let us be a group of appreciative workers, all working together for the same end—not the mere learning of the songs, but the enjoyment and pleasure to be derived from them.

MISS THERESA WIEDEFELD'S PRESENTATION OF A
LESSON IN MUSIC.

The rote song is the foundation of all the future work in music. The songs in the first grade can be taught by no other method; therefore, you lay the foundation for all future work in music when you teach the rote song.

It is scarcely necessary to say that it should be well chosen as to thought content. The subject of the song, the little lyric, should be the best we can find, the time should be good, and the children should sit correctly, enunciate clearly, and sing in good, clear, sweet tones. There should be quality of tone, rather than quantity.

If discipline is lacking the children will form bad habits, so insist upon the children sitting correctly—feet flat upon the floor, head and chest erect, back straight and not touching backs of the benches, and eyes front. Then proceed to get the children in the mental and physical atmosphere of the song. Then sing the song, repeating each phrase several times before allowing the children to sing it.

A class of children under the care of Miss Hal Lee Ott and Miss Chaille Waller, teachers of Frederick County, arrived just at this time, and Miss Wiedefeld used them in demonstrating the points she had just made in reference to getting the children in the mental and physical atmosphere of the song.

She used the song called "Mr. Rooster and Mrs. Hen," taken from "Songs of the Child World No. 1," by Riley and Gaynor.

Miss Wiedefeld proceeded as follows:

"Have you ever heard a rooster crow early in the morning?"

"What does he say?"

The children were all eager to tell what the rooster said, and gave splendid imitations of roosters crowing.

"What does he do while he is crowing? How does he act?"

Struts around, spreads out his wings, flaps his wings.

"Make believe that you are roosters. Spread out your feathers, flap your wings and strut around. Now crow."

The children crowed with a will.

"What does Mrs. Hen do when she awakens?"

"How will she get breakfast for her chicks?"

"What will she say while she and her chicks are scratching for their breakfast?"

By this time the children were in the mental and physical atmosphere of the song, so Miss Wiedefeld sang it for them. Then she sang the first phrase several times, and had the class sing it. This was continued until the whole song had been taught.

Miss Wiedefeld taught "Evening Song," "October," "Hard to Wake," "Playing Indian," and "The Brooklet," in the same manner, and they were sung during the rest periods which came between the different numbers on the program.

Miss Davidson said:

"Story-telling, as we know, is the world old method of instruction. In telling a story, the teacher naturally adapts her language to the audience of little folks in front of her, and chooses words and phrases that will be easily understood by them. Her voice and expression appeal to them, and she in turn receives inspiration from the changing expressions of pleasure and delight which she can read in the faces before her.

"Story-telling is used not only for amusement and to give pleasure, but also for instruction, and the teacher gets returns in various ways.

"It increases the child's vocabulary, and is a foundation for oral and written language. Then there is a physical response—the dramatization of the story. Sometimes the story can be illustrated on the sand table, affording an opportunity for a physical response of a different sort—handwork.

"Story-telling is a very pleasing and interesting feature of school work.

"As Miss Grace Hare, of the Baltimore City Training School, is unable to be with us, Miss Hal Lee Ott, of Frederick County, the next speaker on the program, is going to tell a story to a class of children and have them reproduce it orally and then dramatize it."

STORY-TELLING AND DRAMATIZATION.

Miss Hal Lee Ott told the story of the "Three Billy Goats Gruff."

She said: "Once upon a time there were three billy goats named Gruff. There was little billy goat Gruff, bigger billy goat Gruff, and biggest billy goat Gruff.

"They lived together on a mountain side. It was hard for them to find enough to eat, for there were no trees there, and only a few blades of grass grew among the cracks and crevices of the rocks.

"Across the bridge there was another mountain, which was covered with green grass. So the three billy goats made up their minds to go over there.

"To get on the other mountain they had to cross a bridge under which lived a Troll.

"The little billy goat Gruff went first. He never thought of any danger, but walked right ahead.

"'Trip trap, trip trap, trip trap,' said the bridge as he went over.

"'Who trips on my bridge?' said the Troll.

"'Oh, it's only little billy goat Gruff. I am going over to the other mountain to get my dinner and grow fat,' said the little goat in a weak little voice.

"'No, you won't,' said the Troll, 'for I am going to eat you.'

"'Oh, please don't eat me, I am so little,' said the goat. 'If you will wait a while, bigger billy goat Gruff is coming over this way. He is ever so much bigger and fatter than I am.'

"'Very well,' said the Troll. 'You may go on.'

"In a short time little billy goat Gruff was on the other mountain eating the green grass. When bigger billy goat Gruff saw him, he made up his mind to go over, too. He held up his head and walked straight ahead.

"Trap trap, trap trap, trap trap," said the bridge.

"Who is it, that trap traps over my bridge?" said the Troll.

"Oh, it is only the bigger billy goat Gruff. I am going across to the other mountain to eat grass and to grow fat," said the goat, trying hard to make his harsh voice sound weak and piping.

"No, you are not," said the Troll, "for I am going to eat you up."

"Oh, please don't," said the goat, "for I would hardly make you a mouthful. Wait a little while, and then biggest billy goat Gruff will come this way. He is ever so much bigger and fatter than I am."

"Very well," said the Troll, "you may go on."

"So he went over the bridge and began eating the nice green grass.

"In a few minutes the biggest billy goat Gruff came down and walked boldly upon the bridge.

"Trap trap, trap trap, trap trap," said the bridge. For the goat was so heavy that the boards creaked and cracked under him.

"Who goes tramping over my bridge?" cried the Troll.

"It is I, the biggest billy goat Gruff," said the goat, in a very coarse, gruff voice. "I am going over to the other mountain to eat up all the grass."

"No, you are not," said the Troll, "for I am going to eat you."

"Come on then," said the goat, "and I'll give you a taste of my two big horns."

"So the Troll came up on the bridge to eat the goat, but the biggest billy goat Gruff rushed upon him and tossed him over into the water with his two big horns.

Then he went over to the other mountain and began eating the nice green grass."

Miss Ott told the story in a perfectly charming manner and held the children's attention till the story was completed.

After the story had been told Miss Ott had several children reproduce it orally. The story had three distinct parts, so each part was told by a different child. One child told about little billy goat Gruff, another told about the bigger billy goat Gruff, and a third child told about biggest billy goat Gruff.

After the oral reproduction of the story, came the dramatization of it. One child took the part of the Troll, another, little billy goat Gruff, another bigger billy goat Gruff, and another biggest billy goat Gruff.

Several chairs were placed beside each other for the bridge, and the Troll hid on the floor beside them. Then the little goat tripped over the bridge and was allowed to go on. The bigger goat trap trapped over the bridge and was allowed to pass on. But when the biggest goat Gruff trap trapped over the bridge, the Troll came up on the bridge to eat him up and was tossed over into the water by biggest billy goat Gruff's big horns.

In both the reproduction and the dramatization of the story the children used faultless English. Their language was perfect. There were absolutely no superfluous words or expressions such as children might have been expected to use almost involuntarily. They seemed to realize the importance of their part on the program and put forth all the power at their command to be a credit and an honor not only to their teachers and supervisor, but also to their county and State.

After the dramatization of the "Three Billy Goats Gruff," the children reproduced and dramatized the story of the "Lilly and the Caterpillar."

One of the teachers in the audience, upon learning that these stories were not new to the children, but that the children had had them in their regular work of the past year, expressed her desire to know if the children could take an entirely new story and dramatize it without any previous instruction or help.

Miss Davidson said that she thought they could, and that if anyone wished to tell a new story for the children to dramatize, she would be glad to have them do so.

Miss Mary P. Farr, of the Maryland State Library Commission, whose headquarters are at the Enoch Pratt Library, Baltimore, offered to tell the story of Epaminondas.

The story of Epaminondas is extremely interesting and amusing, and the children were delighted with it. Miss Farr told it well, her impersonation of Epaminondas, his mammy and his aunty were excellent, and the children's faces showed plainly their enjoyment and appreciation of the story.

When the story was finished Miss Davidson said to the children:

"Who would like to be Epaminondas?"

"Who would like to be his mammy?"

"Who would like to be his aunty?"

To these questions there were many volunteers. Everyone was willing and ready to play the story, so the various characters were soon chosen.

Then Miss Davidson said, "What do we need to play this story?"

The children's replies came quickly—"cake, butter, hat, puppy dog, string, loaf of bread, and six mince pies."

Miss Davidson said, "What shall be used for cakes, butter, etc?" and the children soon found things that could be used for the various articles mentioned in the story.

When everything was ready the children played the story, entering into the spirit of the story with much fun. There was a great deal of action in Epaminondas' part, and he entered thoroughly into the spirit of it, acting it well, being sure to put his foot right into the middle of each of the mince pies that his mammy had left on the doorstep to cool.

A class of larger children under the direction of Miss Chaille Waller, of Frederick County, gave a dramatization of the story of the "Farmer and the Bear."

One of the children told the story and then it was dramatized. One of the children was the horse; another, the farmer; another, the bear; another, the fox; and another the farmer's wife. Two children took the parts of the two hounds.

The story was about a poor farmer who went out into the woods with his horse and sled to get firewood. The children brought a sled and reins with them to use in playing the story. They also had a piece of rope with which to bind the bear to the sled when the bear thinks that the fox who is hiding behind the bushes is a man, and he wishes to be taken for a log of wood instead of a bear.

The fox behind the bushes tells the farmers, that in the country from which he has come they used to stick the ax in the log after it was bound to the sled, and use it to steer with.

So the farmers pretend to stick an ax in the bear's head and goes home to his wife, who is delighted to find that he has killed their old enemy, the bear.

When the farmer tells his wife that the fox has helped him to outwit the bear, and that he has promised the fox two fat sheep, his wife replies, "You shall not give him a single sheep. He has already had the value of the sheep ten times over in chickens. The fox has helped you to outwit the bear, now I will help you to outwit the fox. Take our two hounds, put them into a sack and carry them to the fox instead of the two sheep. When you get very near the fox, open the sack, and the hounds will settle Mr. Fox."

The farmer did as his wife told him, and the result was just what she had said it would be.

The two children who took the part of the hounds were partly hidden under a sack which the farmer carried over his shoulder. When they were set free by the farmer they leaped forward with yells, after the fox.

The dramatizations were extremely interesting and entertaining. They afforded the audience much enjoyment and amusement, and also fulfilled Miss Davidson's statement, made at the opening of the morning session—that she was sure we would get real help and inspiration from the meetings.

The dramatizations were followed by a rest period. Everyone stood up and joined in singing the songs taught by Miss Wiedefeld earlier in the morning.

Then Miss Davidson introduced Miss Hanna Coale, of the State Normal School, Baltimore City.

A LESSON FOR APPRECIATION.

For Fourth Year Class.

THE BROOK—*Tennyson*.

I.—Have pupils tell of brooks visited by them.

Question so as to bring out the brook in highland and in lowlands; the land forms and slopes.

Show pictures of brooks and have children compare with their brooks.

II.—Pupils' Aim.

Let us find out how our brooks resemble the brook Tennyson knew.

III.—Procedure.

(Question so as to bring pictures and meaning of new words.)

Poem divided into two parts; brook as it makes its descent and brook in lowlands.

Words to be explained in Part I:

haunts	thorpes
coot	sally
hern	thorpes

Words to be explained in Part II:

chatter	silvery
bubble	steal
babble	slide
fret	slip
wind	gloom
travel	glance
skimming	waterbreak
netted	swallows
murmur	sunbeams
linger	loiter

After pictures are developed and words explained, have pupils tell the story of the brook's journey.

Repeat poem to the class.

Miss Coale said, "The study of a poem for appreciation, is the work that I am undertaking.

"In giving a lesson for appreciation, the first thing that is necessary is to get the children into the spirit of the poem. They must see and understand the pictures that the poem contains, and must also know the meanings of all the words, in order to appreciate the thought of the poem.

"Any pictures or words that the children may not be familiar with, must be explained by the teacher as a preparation or foundation for the appreciation of the poem. A child cannot get into the spirit of a poem which contains pictures and words which are entirely meaningless to him."

Miss Coale asked the following questions, using the audience as her class. Several little children were present, and helped answer the questions in a delightful and charming manner.

"Have you seen a brook?"

"What was your brook like?"

"Did you walk along the side?"

"How far did you follow it?"

"Did you notice any difference? Did it wind about or turn?"

"Was it always on the same level? Were there any rocks in its way?"

"Did you come to any place where another stream joined it?"

"Was the land lower where the other stream joined it?"

"Was it altogether in the woods, or did it flow through a field part of the way?"

"Perhaps some one has seen a different brook. Who has seen a mountain brook?"

Miss Coale then showed pictures of different brooks and discussed them with the class, having them point out various interesting facts, and mentioning those that the class did not notice, herself. Some of the pictures had been drawn by children, representing brooks that they had studied about.

Miss Coale then proceeded to develop the unfamiliar words and phrases contained in "The Brook," by asking the following questions:

"What is usually the beginning of a brook?"

Spring, marshy place.

"The *coot* and the *hern* are birds that live around marshy places. Their home is called their *haunt*."

"How did the brook come down the mountain side?"

Rapidly, quickly.

"Tennyson uses the word *sally*. It means coming very rapidly."

"Did it make any noise as it came down the mountain side, over the rocks?"

"*Bicker* means noisily, and tells us how it came."

"Have you ever seen a brook that came right down the hills, or through the ridges?"

"A farming district with its collection of houses is called a *thorpe*."

"How would the people cross the stream or the brook as it flowed past their homes?"

Stepping-stones, bridges.

"What sounds does the brook make as it flows along?"

Chatter, laugh, sing.

"The high notes that we sing are called *treble* notes."

"A note can be made still higher if we *sharp* it."

"Tennyson speaks of the sounds of the brook and calls them little *sharps* and *trebles*."

"The brooklet twists and turns in the lowlands and forms what?"

Bays.

"Tennyson calls them *eddy*ing bays, because the water eddies around in them."

"If this brook is to make an indentation, what must it do to the land?"

Wear it away.

"Tennyson says that it *frets* the banks. When it frets or wears away the land, it uses this soil to build up sand bars or *forelands*. Tennyson calls it the *far*ies *foreland* because only little water plants, *willow weed* and *mallow* grow upon it."

"How many of you have sailed boats upon a brook?"

"What did you see sailing upon the brook beside your boats?"

Sticks, leaves, flowers and blossoms.

"Perhaps something of its own making is sailing along on the brook, too."

Bubbles, foam, waves or waterbreaks.

"What can be seen under the shallow places?"

Sand.

Tennyson calls such places *sandy shallows*."

"When I was a little girl a brook flowed through the lawn around our house. It stole in very quietly. Is there any difference between stealing along and sliding along?"

"Tennyson's brook had many ways of going along."

"I slip, I slide, I gloom, I glance,
I slide by hazel covers."

"Is there any difference between gloom and glance?"

Gloom means the shadows.

Glance means the sunlight.

"Is there any other way of expressing happiness than by singing?"

Murmuring.

As Miss Coale explained the difficult words she wrote them upon the blackboard. When she had finished she called upon someone to tell a story about a brook using the words that she had placed upon the blackboard.

Then Miss Coale recited Tennyson's poem, "The Brook."

Miss Davidson next introduced Miss Mary Taylor, of Baltimore County, whose subject was "Games," and invited everyone present to join in playing; saying that "we learn to play games, by playing them."

GAMES.

Miss Taylor taught the following games: "I See You," "Bow Low," and "Grandmother Game."

I SEE YOU.

I see you, I see you,
Tra la-la la-la.
I see you, I see you,
Tra la-la la-la.
I see you and you see me,
And I take you and you take me.
I see you and you see me,
And I take you and you take me.

Get partners, and form a row on each side of the room.

Face the centre of the room.

Those in the row nearest the centre of room are posts and stand with arms folded on their chests.

Their partners, standing behind them place their hands on the hips of the ones in front.

On the words "I see you, I see you, tra la-la la-la," the ones behind the posts bend first to the right and then to the left, peeping out from behind the post at the one directly in front of them on the other side of the room.

This is repeated again.

On the words "I see you and you see me," those behind the post clap hands, and skip to the centre of the room, half way between the two posts.

On the words "And I take you and you take me," cross hands and skip around once.

On the words "I see you and you see me," skip back to posts.

On the words "And I take you and you take me," skip around once with posts.

The partners change places. The one who was behind the post stepping in front and becoming the post. The game then continues the same as before.

Bow Low.

Tra-la la-la-la-la, tra-la-la-la

Tra-la la-la, tra-la-la.

Tra-la la-la-la-la, tra-la-la-la

Tra-la la-la, tra-la-la.

Bow low, clap three times,

Bow low, clap three times,

Tra-la la-la-la-la, tra-la-la

Tra-la la-la-la-la, tra-la-la.

Get partners.

Stand in long line.

Partners face each other.

While the first two lines are being sung, clasp right hands, and take sliding steps to the right in time to the music.

While the next two lines are being sung, take sliding steps to the left. This brings everyone back to the starting point.

Those on the outside fold arms on chest and bow from the hips on the words "bow low." Their partners place their hands on their hips and bend their knees on the words "bow low."

On the words "clap three times," every one claps her hands three times.

When the next two lines are sung, each child smacks the palm of her partner's right hand with the palm of her own right hand, claps hands together, smacks palm of partner's left hand with palm of her own left hand, claps hands together, smacks palm of partner's right hand and turns around in place.

The last four lines are repeated. The bowing and clapping are the same as in the preceding, but while the last two lines are being sung, instead of smacking partner's hands, the forefinger of the right and then

the left hand is pointed at the partner in a playful spirit. Then all turn around in place on the last "tra la la."

On the last "tra la la" the children may stamp three times if they are on the play ground, but it is best to omit the stamping when the game is played in the schoolroom, as it may annoy other classes in the building.

GRANDMOTHER GAME.

I will teach you how to sing,
As my grandmother used to do,
I will teach you how to dance,
As my grandmother used to do.

Tra la-la la-la la-la
Tra la-la la-la la-la
Tra la-la la-la la-la
Tra la-la la-la la-la
Tra la-la la-la la-la
Tra la-la la-la la-la

I will make a bow to you
As my grandmother used to do.

Get partners.

Stand in a row with partners facing each other.

Clasp partner's right hand.

Left hand on hips.

While the first four lines are being sung, the following step or motion is taken in time to the music.

Lift right foot.

Pass it in front of left foot.

Place it on the other side of left foot.

Bring it back to place.

Do the same with the left foot, and continue while first four lines are being sung.

While the next two lines are being sung, take sliding steps to the right.

While the next two lines are being sung take sliding steps to the left.

While the next two lines are being sung take sliding steps to the right.

While the last two lines are being sung, partners place left foot in back of the right and make a deep courtesy on the word "you," and then change places and courtesy on the word "do."

After the games had been taught by Miss Taylor until everyone could play them without making any mistakes, Miss Davidson invited everyone to come and play games on the lawn in front of Hotel Braddock, at five o'clock in the afternoon.

The next morning, Miss Davidson introduced Miss Lena G. Roling, Supervisor of Primary Grades of Allegany County.

SENSE TRAINING AND DRILL IN ARITHMETIC.

Miss Roling told of her experience with two children, a boy and a girl, who were without any sense training whatever. One had been operated on for adenoids, and given a powerful drug to stimulate the brain, but without any result. Miss Roling met these children fifteen times. She said:

"I tried at once to give them an awakened consciousness as to their immediate environment, by differentiating between things above and below, over and under, up and down, right and left, top and bottom, first and last, second and third, etc.

"I began with the six primary colors because of their appearance in nature."

Miss Roling then showed the sets of cards used in the exercises in sense training, and demonstrated their use, using several little children visitors as pupils.

These little children were very bright, and not at all like the children without any sense training with whom Miss Roling had the original experience, but they served Miss Roling's purpose exceptionally well, which was to make us understand clearly just how the different sets of cards could be used in sense training.

The sets of cards used in sense training by Miss Roling are as follows:

I. Six cards, each containing two colors, arranged in different orders and combinations.

II. Six cards, each containing three colors, arranged in different orders and combinations.

III. Cards containing different surface forms.

- a. Card containing four red circles.
- b. Card with four orange squares.
- c. Card with four yellow oblongs.
- d. Card with four green triangles.

IV. Card containing surfaces of different colors arranged in various orders.

V. Cards containing birds of different colors.

VI. Cards with different birds arranged in various orders.

VII. Cards of animals arranged in various orders.

VIII. The sunbonnet babies with different colored dresses.

IX. The overall boys with jackets of different colors.

X. Cards containing the surface forms made of sandpaper. The child to tell what it is by feeling, thus exercising the sense of touch.

Miss Roling said, "I used the surfaces, such as circles, squares, oblongs and triangles because of their constant impression upon the mentality of the things about us.

"These colors and surfaces are arranged in groups of two's, three's, four's, five's and six'es to be imaged, in order to get thought, hold thought, and give thought by having the colors and objects flashed before them, the children holding the names in mind until they can turn around and say them.

As a result of the sense training experiment, the little girl aged ten, had a vocabulary of fifteen words, and phrases, six colors, four surfaces, three games, the co-ordination necessary to make the numbers from one to ten, and most of all to put in order a little household of nine dollies, to performing the various household duties, while before this, her only play with the dolls consisted in taking them by the head and either laying, standing or siting them about the floor or bed."

Miss Roling then demonstrated the use of drill cards in arithmetic.

The sets of cards were as follows:

I. Numbers from one to one hundred to be used for the quick recognition and naming of the numbers, which have been previously taught.

II. Doubles of numbers.

1	3	5	7	9	11
1	3	5	7	9	11
—	—	—	—	—	—
2	4	6	8	10	12
2	4	6	8	10	12
—	—	—	—	—	—

III. Multiplication by 2's.

1	3	5	7	9	11
x2	2	2	2	2	2
—	—	—	—	—	—
2	4	6	8	10	12
x2	2	2	2	2	2
—	—	—	—	—	—

IV. Division by 2's.

2 2	2 6	2 10	2 14
2 18	2 22	2 4	2 8
2 12	2 16	2 20	2 24

V. Part taking.

$\frac{1}{2}$ of 2	$\frac{1}{2}$ of 6	$\frac{1}{2}$ of 10	$\frac{1}{2}$ of 14
$\frac{1}{2}$ of 18	$\frac{1}{2}$ of 22	$\frac{1}{2}$ of 4	$\frac{1}{2}$ of 8
$\frac{1}{2}$ of 12	$\frac{1}{2}$ of 16	$\frac{1}{2}$ of 20	$\frac{1}{2}$ of 24

VI. Combinations under 10.

1	2	1	3	2	3	4	1
2	1	3	1	3	2	1	4
—	—	—	—	—	—	—	—
2	2	4	3	4	5		
2	4	3	3	4	4	etc.	
—	—	—	—	—	—		

VII. Combinations of 10's.

20	30	50	70	90	
20	30	50	70	90	etc.
—	—	—	—	—	

VIII. Combinations of 100's.

200	300	500	700	900	
200	300	500	700	900	etc.
—	—	—	—	—	

IX. Combinations of ones and tens, not involving carrying.

61	84	67	45	39	
25	15	32	54	50	etc.
—	—	—	—	—	

X. Combinations of hundreds, tens and ones, not involving carrying.

154	415	675	748	629	
324	231	124	251	370	etc.
—	—	—	—	—	

XI. Multiplication by 3's.

1	3	5	7	9	11
1	3	5	7	9	11
1	3	5	7	9	11
—	—	—	—	—	—
2	4	6	8	10	12
2	4	6	8	10	12
2	4	6	8	10	12
—	—	—	—	—	—

The children should be taught that multiplying by 3 is the same as putting down a number three times and adding. In this way they can formulate their own tables.

They should see that

$$\begin{array}{rcl}
 12 & & \\
 12 & & 12 \\
 12 & \text{is the same as} & \times 3 \\
 \hline
 36 & & 36
 \end{array}$$

Then they can readily see that $\frac{1}{3}$ of 36 is 12 and

$$3 \overline{) \frac{12}{36}}$$

XII. Multiplication by 4's.

$$\begin{array}{rcl}
 \begin{array}{l} 1 \\ 1 \end{array} \left. \begin{array}{l} 2 \\ 1 \end{array} \right\} & \begin{array}{l} 3 \\ 3 \end{array} \left. \begin{array}{l} 6 \\ 3 \end{array} \right\} & \begin{array}{l} 5 \\ 5 \end{array} \left. \begin{array}{l} 10 \\ 5 \end{array} \right\} & \begin{array}{l} 7 \\ 7 \end{array} \left. \begin{array}{l} 14 \\ 7 \end{array} \right\} & \begin{array}{l} 9 \\ 9 \end{array} \left. \begin{array}{l} 18 \\ 9 \end{array} \right\} & \begin{array}{l} 11 \\ 11 \end{array} \left. \begin{array}{l} 22 \\ 11 \end{array} \right\} \\
 \hline
 4 & 12 & 20 & 28 & 36 & 44
 \end{array}$$

$$\begin{array}{rcl}
 \begin{array}{l} 2 \\ 2 \end{array} \left. \begin{array}{l} 4 \\ 2 \end{array} \right\} & \begin{array}{l} 4 \\ 4 \end{array} \left. \begin{array}{l} 8 \\ 4 \end{array} \right\} & \begin{array}{l} 6 \\ 6 \end{array} \left. \begin{array}{l} 12 \\ 6 \end{array} \right\} & \begin{array}{l} 8 \\ 8 \end{array} \left. \begin{array}{l} 16 \\ 8 \end{array} \right\} & \begin{array}{l} 10 \\ 10 \end{array} \left. \begin{array}{l} 20 \\ 10 \end{array} \right\} & \begin{array}{l} 12 \\ 12 \end{array} \left. \begin{array}{l} 24 \\ 12 \end{array} \right\} \\
 \hline
 8 & 16 & 24 & 32 & 40 & 48
 \end{array}$$

When the children are ready for the fourth table, using this method of development, we see that there is nothing new except four 9's and four 8's. The rest they can find out for themselves, but as they have not previously had carrying in addition, it must be taught them right here where they need it, in finding four 9's and four 8's.

The division and part-taking should be taught the same as in the third table, with this difference—the 2-4 must be reduced to 1-2.

Always reduce the fractional parts to the lowest terms before finding their value.

In the sixth table 2-6 must be reduced to 1-3, 3-6 to 1-2 and 4-6 to 2-3; in the eighth table 2-8 must be reduced to 1-4, 4-8 to 1-2 and 6-8 to 3-4; and in the ninth table, 3-9 must be reduced to 1-3 and 6-9 to 2-3.

No table is completely taught until the fractional parts have been taught.

No table is completely mastered until the children can take any combination in multiplication and show how they can get the next higher step in building up the tables.

If the children are made familiar with four 9's, five nines ought to be the addition of one more 9 to 36, which is 45, and in this way our boys and girls can be trained to build their own tables and conduct their own drill.

Miss Davidson then introduced Miss Mary Coffell, of Baltimore County, whose subject was oral language.

ORAL LANGUAGE.

PURPOSE:—In the school nearly all of the work of the teacher and greater part of the children's work is oral.

In every-day life all but a small part of our communication of thought is carried on orally. So for this reason it seems sufficient attention should be given to training children at once to talk fluently and correctly.

Oral composition affords excellent means of training toward good paragraphing in written composition. For example, in having children tell different parts of a story, the teacher is really directing the composition of oral paragraphs. A child's habits in oral expression tend to create habits in written composition. For if enough attention is given to oral, the child writes with the idea of how his words will sound.

Chubb says: The purpose of language is nont only for its linguistic values, for the making of intelligent readers and speakers, but for its large culture values; and above all for its character values, for the enlargement, clarification and discipline of young hearts and minds and wills which are to be touched to finer issues by its potent ministry.

SOURCE OF MATERIAL FOR ORAL LANGUAGE:—Oral language in the first and second grades is based on conversation about familar objects and actions.

Nursery Rhymes

Stories	{	Reproduction
	}	Dramatization

Songs

Poems

Pictures

Narration of experiences

Descriptions—How to play games (2nd grade)

Nature Work

Constructive Work

History	{	Stories of life in other lands
	}	Holiday Celebration

WHAT TO EMPHASIZE IN ORAL LANGUAGE:—Emphasize, correct language, clear enunciation, good expressions.

MEANS OF OBTAINING CORRECT LANGUAGE:—The habit of using good English comes mainly from two sources: The English of one's teacher

and constant contact with best literature. The selection of good poems and stories suitable for first and second grade children will help the child toward correct English. In retelling of a story children must not tell the story just any how. Class contributes its knowledge about subject which is written down as it is given. Get things in the right order, what things belong together, so facts are grouped and put in best order by the children.

Basis of all expression is thought content. So the children must have an abundance of ideas through many avenues. The child talks not for the purpose of using words, but because he has something to say. Give the children ample opportunity for expression else they may be checked in spontaneity and naturalness. Through good models and reasonable corrective exercise the child may be trained to use good language in the idea he wishes to express.

As far as possible, however, in the first two grades, there should be no set exercises intended just to impress technical points of good form. Let every lesson that is to have good form for one of its objects, have also a larger and more appealing interest for the child. Lay-lie. Raggy-lug.

Care should be taken in the form of the sentence the child returns answers to ours (also of his oral reproductions of stories told him), and about coherency of his contributions to the class story. We can check rambling somewhat, and we can partially correct ill usage. Give correct for the incorrect, insensibly winning the child's ear to it, and getting him unconsciously to use it by not disturbing his thought.

The teacher should be careful to use correct, appropriate and effective language, because her vocabulary, her ways of enunciation, the very tones of her voice becomes the child's. Her language should be child-like, but a little in advance of child's resources. As in story telling. It is wise to give the story as the author writes it. This will help to enlarge child's vocabulary and gradually accustom him to literary English.

A LESSON IN ORAL LANGUAGE.

Teacher's Aim—To give the child opportunity for expression, so that he may gain in correct language, clear enunciation and good expression.

Child's Aim—To tell other children about his experience.

Preparation—Getting ready to visit Grandmother.

Informal talk about:

Packing trunk and grip

Going to station

Buying ticket

Checking trunk

Kind of train to take—express or local

Train called

Journey

Outline in child's mind
 Tell with whom you went.
 How you got to station
 What you did while there
 Getting on train
 Arrival.

TOLD BY COLBURN CHURCH

(Six Years Old.)

Long time ago before I came to school, Grandma came up and took me to her house. She took me on the street car first to the station. I saw a little place where they sold tickets. There was a man in this place and grandma gave money for the ticket. We got on train. Train started. It was an express train. Conductor said, "All Aboard." First the train went slow, then it went real real fast. We came to the station where we got off. We walked a little way, then came to grandma's house. It was about nine o'clock when we got there. I had such a good time.

Teacher's Aim—To give the child opportunity for expression so that he may gain in correct language, clear enunciation, good expression.

Child's Aim—To tell the class about trip down town with mother to buy material.

Preparation—Getting ready to visit Grandmother during vacation.

Clothes—Made from what kind of material?—cotton, gingham, percale, linen, etc.

Making clothes

Buying clothes ready made

Trip with mother to buy clothes

Outline in child's mind

Tell with whom you went

Where and why

Kind of material bought

The making

TOLD BY ARVILLA HICKOX

(Seven Years Old.)

The other day mother took me down town. We went in Hutzler's. We saw some dresses. They were all ready made. Mother didn't know if they would fit me. So I tried on many dresses. The one we liked I tried on twice. Mother bought it. Then she sewed the buttons on tight. She always does that when she buys me dresses. Now I will wear the dress to grandmother's.

TOLD BY JOHN WHITE

(Six Years Old.)

One day my mother went down town. I believe on Friday. She took me down town with her. She bought goods. Took it home. Then she started to sew. Near supper time she had it finished all but the cuffs. She put them on too. So now it's ready for me to wear.

TOLD BY DORIS BAUGH

(Six Years Old.)

One day I went away with my aunt. I went on the train up in the country. It was a local train. First we got ready. My aunt came down to my house for me. We had a long ride on electric car. Then we came to the station. We bought a ticket. While we were there a train came with lots of soldiers on it, but we didn't get on that train. Finally our train came. It stopped just lots of places. Then we came to Meriotsville. That is where we wanted to get off. So we got off and walked quarter of a mile. Then we were to my aunt's home. I had a good time. I wish all of you could go some time.

TOLD BY ETHEL RICHMOND

(Six Years Old.)

The other day I went down town. My mother took me. Well, we went in Stuarts. Lots of goods was lying on the counter. Mother looked at the goods. She said, "How much is this?" The sales lady told her. She bought different kinds of goods. Some of the goods was linen, some gingham, some lawn. Mother made the dresses and trimmed them. They were very pretty. I always liked them. So does mother. Now I wear them.

Teacher's Aim—To help children to express themselves correctly and fluently. To give child ideas through Nature Study so that he will have something to say and want to say it.

Child's Aim—To tell class of his experience.

Preparation—Visit to trees when they are full of leaves and blossoms.

Gathering some of the tree flowers.

Material—Tree flowers, pictures of trees and flowers.

Method:

Name some of the trees we saw when we went on our excursion this spring.

What was the appearance of these trees in spring.

Maple, pussy willow, oak, dog wood, apple, poplar, horse chestnut.

They were full of blossoms and leaves.

They were full of sweet-scented blossoms and green leaves.

I shall show you some of the blossoms from the different trees. See if you can tell which tree the blossom belongs to.

Name some visitors to these blossoms.

What are they looking for?

What blossoms do they prefer?

Some tree blossoms have no smell. Do the bees visit these as frequently as they do the sweet-scented ones?

What is the use of the trees on which these blossoms grow?

This blossom belongs to the dog wood tree, etc.

Insects visit these blossoms.

They were looking for food.

They prefer the sweet blossoms.

They visit the sweet-scented ones the most.

They are used for shade, for beautification, homes of birds and squirrels. The woodpecker gets his food out of the bark of the trees.

The leaves, branches and roots afford hiding places and shelter to creatures that live in forest.

ORAL STORIES FROM LESSON.

Tell experience you had in gathering blossoms from trees.

1. With whom you went.
2. Place.
3. Kind of blossoms gathered.
4. Use.

Tell experience when you went on a picnic and used trees as shade.

1. Who were in picnic.
2. Kind of picnic.
3. Where held.
4. Games played or enjoyment.

Have you ever seen tree used as a home and protection for birds?

1. Tell kind of tree home was in.
2. Tell kind of bird.
3. Tell kind of nest.
4. Tell how leaves and branches protected bird.

Have you noticed squirrels in tree?

1. Kind of tree squirrel's home was in.
2. Were there any baby squirrels?
3. What were the little squirrels doing?
4. What trees impressed you with their beauty?

Miss Davidson next introduced Miss Theresa Wiedefeld, of Baltimore County, who gave a preparation lesson in written language.

WRITTEN LANGUAGE.

THE ORIGINAL FAIRY TALE.

The subject of the written language was to be entirely original. Through her questioning, Miss Wiedefeld showed how the subject matter for an original fairy tale might be developed, an outline made, and an original story written by the children.

Miss Wiedefeld proceeded as follows:

"Think of a well in a king's garden."

"What kind of a well is it?"

"Who guards this well?"

Fairies, elves, trolls, giants, nymphs, spirits, dwarfs, etc.

"If the well is so well guarded, what kind of water do you suppose there is in it?"

Clear, sweet, cool, magic.

"Was the water of the other wells like the water in this one?"

"If there is no other water like that in this well, who do you suppose will drink of it?"

All the people round about. The king. People from far and near. From all parts of the world. People flock through the king's garden to get this water.

"How do you suppose the king might feel when he sees these crowds of people flocking through his garden to the well?"

"What might he do to guard it from the people?"

Put a fence around it. High wall. Soldiers, dragon, etc.

"Now the people can't get any of the water. How are they going to feel about it?"

"How will the faries feel when they see the poor people turned away?"

Angry, displeased.

"What might they do to punish the king for his selfishness?"

Enchant it. Put a spell on it.

"Could the faries get any of the water?"

"How might the faries disguise themselves, to go to the well, to see how they would be treated?"

As an old man. As an old woman. An old witch. A beggar. A cripple.

"Will they be turned away?"

"Then what will they do?"

"What spells might they put upon the well so that the king will be punished and the people benefitted?"

The day that the king's young daughter drinks of the water of the well she will become speechless. Then the king will let the people get the water so that the princess' speech will be restored.

The day that the princess touches the water the well will overflow, drown the king and his household, and fill all the streams of the valley with its magic water.

The day that gold touches the water it will overflow.

The day that a ray of sunlight touches the water it will overflow.

"Will the king take any precautions against these spells or enchantments?"

Put soldiers to guard the well. Forbid the princess going to it.

"What might happen one day while the princess is playing in the garden?"

Guard falls asleep. Princess runs in and lets a ray of sunshine fall on the water. The water immediately rises with a great rushing sound, covers the king's gardens, drowns every one of the king's household, and goes on down into the valley filling all the streams and wells so that the people will always have plenty of this clear, cool, sweet, magic water to drink.

Through questioning, Miss Wiedefeld obtained the following outline, which she placed upon the blackboard, to be used in the oral and written language which follows the development of the story.

THE MAGIC WELL.

- I. The Magic Well.
- II. King's Selfish Plan.
- III. Fairies Revenge.
- IV. The Result.

Miss Davidson introduced Miss Annie Grace, of Baltimore County, next. Her subject was Written Language.

WRITTEN LANGUAGE.

Miss Annie Grace said:

"I am going to talk to you for a little while about written language, which is equally as important as oral language, but must necessarily follow oral language.

"One should be equally as able to write well what he wishes to tell you, as to say it well.

"To be able to do good written work in language, one must first understand thoroughly what he wishes to say—the subject should be interesting to the child and well adapted to his age.

"As I said at first, written language must follow oral language. The lesson must be developed orally, so that the pupils may know the subject matter well, and understand it thoroughly.

"There are two forms of written language, the class story, and the independent story.

"In the class story the teacher works with the pupils during the writing of the story, leading them by questions through the entire period, selecting the sentences given by the pupils and placing them upon the blackboard, thus giving a finished product. We call this in the upper grades, directed language.

"The other phase of written language, the independent story is the one we begin to work for in the second grade.

"Assuming that the class knows the subject, there is more organization needed for the independent story because it is here that the greater burden rests upon the child, and the child has a chance to show its individuality and imagination.

"Let us see what the steps will be.

"I. Thorough knowledge of subject.

"II. Motive for writing.

"III. Organization of material.

"The best way to have children write logically is from an outline, which should be developed, if more than one paragraph is to be written.

"IV. Then he must have some help, because in oral language he has not the pencil and paper with which to cope. We may give him the help he needs, because again, it is much easier to say uncommon words than to write them.

"Have a talk with them about the paragraph, the punctuation marks, the capital letter, show him that he may use his phonics to aid him in getting new words. Now if you can supervise the work, it will be much easier, but suppose you have a class on the other side of the room waiting for you, these pupils must work independently. Then we may place upon the blackboard words, phrases, and clauses which we feel would be needed."

"How many have seen a brook?"

"Do you remember the poem which Miss Coale taught us yesterday?"

"Would you not like to make a brook booklet to take home with you, to show your teacher the work you have done here?"

I. Copy the poem.

The following outlines can be used as a basis for little oral stories about the brook, to be followed by the little independent story written by each member of the class.

I. The Pebble.

1. Discription.
2. What it does.

II. The Brook.

1. Source
2. Its work.

III. The Tree.

1. Wind brought its seed there.
2. What it does.

IV. The Child.

1. What it saw.
2. Playing beside the brook.

V. The Flowers.

1. Discription.
2. Where it came from.

Each one of these little stories would contain two paragraphs, which would be quite enough to undertake in an independent story in second grade.

Miss Davidson next introduced Mrs. Ida P. Stabler, Supervisor of Primary Grades of Carroll County, who gave some interesting hints about picture study.

SOME INTERESTING HINTS ABOUT PICTURE STUDY.

I. Why We Should Have Picture Study.

1. To acquaint the children with the world's masterpieces in art.
2. To keep alive children's natural love of pictures.
3. To awaken more love for pictures.
4. To stimulate thought.
5. To give a basis for the expression of that thought, and a purpose to the language lesson.
6. To hold attention by securing interest.
7. To develop the habit of observing closely.
8. To give information.
9. To illustrate a lesson.

II. Kinds of Pictures Suitable for Primary Grades.

1. Masterpieces—subjects which are within the children's range of experience.
2. Those suggestive of the seasons.
3. Those illustrating a lesson.
By pictures of objects spoken of.
By pictures of poem or story as a whole.
4. Those portraying wit and humor.
5. Pictures of authors, statesmen, artists and inventors.
6. Trades, birds, animals, machinery, etc.

III. Sources of Supply.

1. Pictures may be purchased
Geo. P. Brown & Co., Beverly, Mass.
Perry Picture Co., Malden, Mass.
Any School Supply House.
2. From your teachers' magazines.
3. From other magazines.
4. From advertisements in magazines.
5. From calendars and circulars.
6. From text-books other than those in use.

IV. Types of Picture Lessons.

1. Conversational.
 - (a) Naming the picture.
 - (b) Telling the story already known.
 - (c) Telling an imaginary story.
 - (d) Telling the story by paragraphs—each paragraph represented by a picture.
 - (e) Telling the lesson the picture teaches.
2. Illustrating—with crayon or scissors.
3. Dramatizing.
4. Written.

First and second grades write sentences about pictures from dictation, and also original sentences.

Third grade write in addition to sentences, paragraphs both with outline and without outline.

V. Demonstration Lesson with Class.

1. Picture: "A Helping Hand."
Renouf.
2. Teacher's Aim.
 - In general—as given under I.
 - In particular—to acquaint children with this masterpiece.
 - To teach spirit of helpfulness on the part of the children.
3. Children's Aim:—To have a picture to put on language booklet cover. To name picture.
4. Material:—Large copy of picture in teacher's hands and enough small copies to give one to each member of the class.
5. Procedure:—I have the picture we want to use for the cover of our language booklet this month. After we have talked about it, you may name it and keep it for your booklet. Give each child a picture. Allow a little time for the silent enjoyment of the picture. Ask the children to tell in good sentences what they see, until each child has told something.

Then lead out by questions, the thought you want to teach.

I think the man is the little girl's father, do you? Why do you think so?

What is the little girl doing?

Do you think her father is glad to have her help him? What makes you think so?

Do you think the little girl is glad to help? What makes you think so?

If they are both glad to have the little girl help, how do you think they feel?

Do you think they are happy when they have to work?

Bring out several answers to this, and lead the children to see that the little girl is happy because she is helping her father, and that the father is happy because his little girl is with him and is so glad to help him.

Seat Work:—I am going to write four sentences about the little girl on the blackboard. You may copy them at your desks.

The little girl is helping her father.

She likes to help her father.

The father and the little girl are happy.

It makes us all happy to help.

Naming the picture might better be left for another day.

Teacher should write the names given, or a few of them on the board. First grade may copy them for seat work. Each one in second grade may write a few original sentences using the name he likes best.

Each one in third grade may write a story using the name he likes best. This grade may learn the artist's name.

The next speaker who was introduced by Miss Davidson was Miss Adele Stamp, of Baltimore County, whose subject was Arithmetic Games.

ARITHMETIC GAMES.

Miss Adele Stamp said:

A child enters school from a life of play. We should make use of this natural bent of the child, for by so doing we not only arouse interest in his work, but we give him free exercise of his muscles, which he needs.

An argument urged against the use of games is, that they are too noisy, and that they attract the attention of the children who are busy at their seats. It would often be a very good thing for these children to watch the younger ones at their games. For it would rest them and bring them into closer sympathy with the little ones. In a short time they will not care so much to watch them.

Stone says: "The conditions for the best teaching are those in which activity is fully taken account of, and learning put on a voluntaristic basis."

Arithmetic games are valuable from many sides. First from the physical side; the child needs play because he is a child. He is made that way. Second, from the social side; group games are one of the best means of establishing a social situation. Third, from the side of learning, the educational side;

- (a) A child has learned most what he knows through play.
- (b) "Pleasurable states of mind are essential to the best success of the learning process."
- (c) Games afford a need for learning number relations.

Finally, from the side of teaching:

- (a) By teaching number relations through games we make teaching guiding, rather than driving.
- (b) It enables the teacher to enter into the real life of the child.
- (c) It affords a means of getting the child to work because he feels the need rather than just to please the teacher or to escape punishment.

I am going to give you a few games just as suggestions. For each teacher has to modify the games to meet the needs of her own class.

GUESSING GAME.

One pupil says, "I am thinking of two numbers that make 9. What are they?"

Some one guesses, "Are they 7 and 2, or 9?" If that is correct, the child says, "Yes, they are 7 and 2 or 9." If 7 and 2 are not the correct numbers, the child says, "No, they are not 7 and 2 or 9." Then another child guesses until the right numbers are guessed.

This game may be varied by using the tables, for instance, one child who is chosen to be "it," may say, "I am thinking of a number in the 12th table. What is it?"

Another child guesses, "Is it 12×12 or 144?"

Or, the one who is "it" may say, "I am thinking of $\frac{1}{2}$ of a number. What is it, and what is $\frac{1}{2}$ of it?"

A child guesses, "Is it $\frac{1}{2}$ of 12 or 6?"

MATCHING GAME.

144	$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 122 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ \times 4 \\ \hline \end{array}$
260	$\begin{array}{r} 130 \\ + 130 \\ \hline \end{array}$	$\begin{array}{r} 170 \\ + 190 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ \times 5 \\ \hline \end{array}$
300	$\begin{array}{r} 150 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ \times 6 \\ \hline \end{array}$	$\frac{1}{2}$ of 600

Make cards like the above $6\frac{1}{2}$ by 3 inches. You can make more cards to each set.

Give each pupil a card.

One pupil stands before the class and shows his card.

All the children who have the same number in other forms stand beside the first child and show their cards to the class.

Then a pupil with a different number on his card shows it to the class, and the children with that number in different forms run to the front of the room and show their cards to the class. This continues until all the different numbers have been matched.

NUMBER RACE.

$\begin{array}{r} 375 \\ -196 \\ \hline \end{array}$	$\begin{array}{r} 987 \\ +754 \\ \hline \end{array}$	$\begin{array}{r} 635 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 563 \\ -175 \\ \hline \end{array}$	$\begin{array}{r} 897 \\ +798 \\ \hline \end{array}$	$\begin{array}{r} 530 \\ \times 6 \\ \hline \end{array}$
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Draw a rectangle upon the board like the above.

Divide the class into two groups.

At a given signal two children begin to race, one at each end of the rectangle.

When they meet, they stop, and the one who has done the most examples correctly, wins.

The game ends when all the pupils have raced.

BEAN BAG GAME.

Draw two rows of four circles each, on the floor.

Select two captains.

Choose two teams.

Choose two score keepers, one for each team.

Form children in lines directly back of circles, at a sufficient distance for comfortable throwing.

At a signal from the teacher the children at the head of the lines throw simultaneously at the circles, trying to throw his bag into the circle containing the highest number, in order to get the highest score.

Each pitcher reports his score to the score keeper who records it. He should then get the bean bag from the floor, pass it to the one who stood behind him in the line, and then take his seat.

In grade I five children in line are sufficient, and the circles should contain numbers below 10.

In grades above the first higher numbers may be used.

This game may be varied by dividing the circles in halves or quarters or thirds, and also by using waste baskets to throw into instead of circles, the basket farthest away containing the highest score.

Miss Stamp conducted the games just as they should be done in the schoolroom, using a number of the teachers as pupils.

Just before the Primary Department adjourned, Miss Lena G. Rowling, Supervisor of Primary Grades of Allegany County, was elected Chairman of the Primary Department for the ensuing year, and Miss Ella V. Krieg, Supervisor of the Primary Grades of Frederick County, was elected Secretary.

Respectfully submitted,

LILLIAN M. SMITH,

Secretary.

Department of Elementary Education

GRAMMAR GRADES

MINNIE L. DAVIS, Chairman.

EMILY BARNES, *Secretary Pro tem.*

WEDNESDAY, JUNE 26.

9.30 A. M. to 12.00 M.

The meeting was called to order by the chairman, Miss Minnie L. Davis, Maryland State Normal School, Baltimore. The work began with rote-singing conducted by Miss Sarah Williams, of Baltimore County. After speaking briefly of music as an important factor in discipline, of its refining influence upon children, and of their need of many and varied songs, Miss Williams taught a hymn entitled "Evening Prayer." After reading it through she asked, "What is the character of the song?" Then after singing it through twice, she asked, "Where is there a change in expression?" "Where is the climax?" Then the melody was taken phrase by phrase. Care was taken to secure good position, clear enunciation and full tones. The second number was entitled, "Dancing Song." By good questions and an inspiring manner Miss Williams succeeded in getting the class to feel the emotions of the song and they sang well.

The subject of Oral Language was next presented by Miss Anna Brockhausen, Director of Practice in the Indianapolis Public Schools. Miss Brockhausen would not separate oral English from the *teaching* of English. She emphasized the importance of *hearing* oral English in all the grades. The first grade should have every phase but the child should be unconscious. Material—stories, reading lessons, observation lessons. On the technical side—drills in games. The second grade may begin the study of organization. Third grade pupils should distinguish between description and narration. Fourth grade pupils may begin to make notes during oral English time. Fifth grade add argumentation. Sixth grade, all phases.

Beginning with fourth grade, children should be taught to estimate the worth of a recitation. After a topic recitation in geography allow the

child, with the class, to decide what the recitation should have included. Through the fifth year subjects may be given for impromptu recitations. The teacher assigns a number of different subjects allowing not longer than two minutes for organization. Children volunteer to recite and the class criticizes. These tests are continued through the sixth, seventh and eighth grades. In eighth grade begin *one minute* testing. In criticising, children are taught to look for the following points:

- I. Units—beginning, discussion, ending.
 - II. Choice of material—essentials, non-essentials.
 - III. Test of particular phase—narration, description, argumentation, exposition.
 - IV. With children—sentence construction, and good English.
- The following outline was given:

SUBJECTS FOR ORAL ENGLISH.

1. A few reproduction stories.
 Note: While there is gain in having children reproduce the exact story, it is better to give the imagination play. Such subjects may be given as: Give the conversation between the lion and the mouse. Plead with the angry fairy at the celebration of the Sleeping Beauty. Give the argument of Achilles and the ambassadors.
2. A picture study.
 - (a) Description.
 - (b) Narration.
 - (c) Soliloquy.
 - (d) Exposition.
 - (e) Argumentation.
 - (f) Conversation.
3. Description of place, person, object.
 Real.
 Imaginary.
4. Book review—points included.
5. Incident from a book.
6. Story from reading lesson.
7. Personal incident.
8. Current event.
9. Exposition.
 - (a) Explanation of quotation or poem.
 - (b) Story to illustrate a theme.
 - (c) How to make ———.
 - (d) How to play ———.
10. Original fable.
11. Some general topics.
 - (a) My noon hour.
 - (b) A day in the country.
 - (c) My last baseball game.
 - (d) Topics from history or geography.

12. Dramatization.
13. Subject of argumentation given based on truth.
14. Conversation.

Miss Brockhausen concluded her work with a demonstration of the *one minute test*. The teachers were asked to give the points to look for in a good recitation. They were given as follows:

1. Organization.
2. Selection.
3. Purpose.
4. Grammatical construction.

The following subjects were announced:

1. Why I like or do not like to teach English.
2. My first day as a teacher.
3. My feelings at the present moment.
4. Explain—

It's the business of a teacher to make himself useless to his pupils.

5. Resolved: That an institute or series of teachers' meetings be held at the beginning rather than at the end of the school year.
6. The most interesting lecture I have heard.
7. The most enjoyable half-hour I have had since I left home.
8. An incident.
9. The most beautiful spot I have seen at Braddock.
10. The assembly hall last night.

Recitations were limited to one minute each, Miss Clara Dobbin keeping time. A number of teachers volunteered, but as the time was lacking but three could be heard. These were Miss Sadie B. Bridges, Talbot County; Miss Anna Sparks, Queen Anne's County, and Miss Alice Wheeler, Howard County.

The subject of Technical Grammar was next presented by Miss Elizabeth Gardner, of Prince George's County. Miss Gardner stated that the aim in teaching English is to give the pupil ability to get clear thoughts from the printed page, and to tell his own thoughts clearly. Many are hindered by lack of knowledge of technique. Miss Gardner begins the work of the first year of the high school by requiring pupils to write several compositions. From these she lists the mistakes and begins the teaching necessary to correct them. She enumerated the mistakes common to pupils on entering the high school, naming the essential one a lack of knowledge of sentence structure. She urged the necessity of much study of sentence units, much building of sentences, and also of analysis. She encourages the use of diagrams, believing that nothing so helps to clear up ideas as an attempt to picture them.

The fourth number was a reading lesson given by Miss Edna Correll, of Baltimore City. Before the lesson Miss Correll spoke briefly of the *kinds* of reading—silent, oral, pleasure and selective. In silent reading children select words and phrases for enunciation, pronunciation and meaning. They also get the content or thought. In dramatic reading

they may select the dialogue or speaking parts and the thought regarding action for dramatization.

In oral reading there is opportunity for contribution of words and phrases selected during silent reading. The teacher develops meaning by use in sentences and in the story, pronunciation by phonics, and marking accent. The content is developed by the teacher and pupils working together. Teacher asks questions and suggests problems to stimulate interest, and gives quiet assistance when needed.

Pleasure reading (undirected is for pure enjoyment, with no compulsion to retell, although volunteers are often called for. The stories may be appointed by the teacher. Pleasure reading may be silent or oral.

For selective reading use supplementary material. Limit the time, and in an oral one to three minute report have child tell contents of reading. Class and teacher criticize organization of report. At first reports may be to no purpose, but ability grows with practice. This work correlates well with history and geography. Encourage a spirit of competition.

The following is an outline of the lesson given by Miss Correll to the teachers:

Reading: "Thor and Skrymir."

The Nine Worlds, p. 100, par. 3 to p 106, par. 3.

Time: 25 minutes.

Aim: General.

1. To give the children an appreciation and love for myths and good literature generally.
2. To secure good expression and smoothness of thought and reading.

Specific:

1. To have the child read with appreciation.
2. To make the lesson one of appreciation and pure enjoyment for the bald humor and simplicity of these Norse people (the children of our race—our forefathers).
3. To have the children appreciate the story as one scene in a big drama or play (that is, see each story as a separate whole and note the relation of each to the large unit).
4. To see man's expression or relation to the changes of nature, as personified in this drama.

Preparation: (Which has been worked out in previous lessons.)

1. Introduction.
 - (a) Recall of old experiences to interpret the new.
 - (b) Giving of experiences.
2. Mechanics of reading.
 - (a) Study of words for pronunciation and meaning.
 - (b) Study of phrases for enunciation and meaning.
 - (c) Drill in quick recognition of words and phrases.
3. Silent reading (which preceds oral).
 - (a) To familiarize child with selection and reading.
 - (b) To become more interested thereby.
 - (c) To concentrate thought on story.

Presentation:

1. Recall of previous part of story.
 - (a) By questioning (class brought into play).
 - (b) By retelling.
 - (1) As a whole (occasionally as a model and stimulus).
 - (2) Or in parts (more stimulating for many to participate).

Note: In this case—necessary for teacher to give the material with which she supposes the class to be equipped, when they come for the lesson.

2. Oral Reading (New).

- (a) Good expression, smoothness of thought and reading.
 - (1) By questioning (embodying as much of answer as possible). ..
 - (2) By problems.
 - (3) By content.
 - (4) By sequence of thought.
 - (5) By others' reading—model.
 - (6) By teacher's reading—model.
 - (7) Dramatic reading—model.
 - (8) By incidental, quiet assistance in,
pronunciation,
enunciation,
correction
of bad habits formed in previous years.

Conclusion:

(Statement of Aim): What to anticipate in lesson to follow.

- (a) By questions.
- (b) Solving of new problem.
(Strong stimulus for next lesson.)
(Curiosity sharpened.)
(Reasoning in strong play.)

Expressional Work: (Which could grow out of this lesson.)

1. Oral outlining of parts—naming parts.
2. Writing of different parts—model.
3. Oral telling of chosen part or parts.
4. Writing of chosen part (or assigned part) and illustrating.
5. Condensing of whole (orally).
6. Written form of whole (condensed).
7. Finding appropriate illustrations in other books:
Stepping Stones.
Kingsley's Greek Heroes, etc.
Outside of classroom.
8. Drawings.
9. Arrangement of illustrations on the paper.

10. Sand table:

Showing $\left\{ \begin{array}{l} \text{Tree of Life.} \\ \text{Paper planes to represent worlds, etc.} \end{array} \right.$

11. Dramatization:

Oral dialogue $\left\{ \begin{array}{l} \text{reading.} \\ \text{acting.} \end{array} \right.$

Written dialogue.

The following are some of the questions which were asked in developing the lesson:

What kind of a man was Thor?

What was his especial feeling at this time?

How did Thor solve the problem of providing food?

Loki must get into mischief. What was his next trick and how did it turn out?

Continue the journey and find if they meet with any adventures, as this was the purpose at starting out.

Continue the story. Why was Skrymir gone?

Has he in warning Thor not to go to Jotunheim made the god more anxious to go?

Take us on to Jotunheim. See what happens there.

New Lesson: We see Thor was angry enough to strike the giants a deadly blow, but he forebore, nevertheless when he placed himself in front of Utgard, do you imagine the king saw anger in Thor's whole attitude? Were these two beings ever on friendly terms with each other?

Then in what tone and how will Utgard address himself to Thor? (Rough, surprised, sarcastic.)

Let us read, then, what the author tells us.

Problem: Now we have our party of gods—Thor, Loki and Thialfi compelled to prove their strength in a contest against any one of these great clumsy giants. Will the gods accept or reject the challenge? Why? Which of the three will start the mischief? What does he say? Read. Loki loves a joke and is now very much amused at the fun about to begin. What did Utgard do? What did he say? Read. Describe the contest. Who has won? How must the gods feel? Utgard. Now whom will he select next to contest and will he accept? Read. Thialfi seems sure of himself but let us see what happens. Read. Do the giants love to pain the gods and poke fun at them? Read the course and result of first heat. Second. Third. How does Thialfi feel now? Who will attempt to save the honor of the gods? Read what he proposes to do. Read the contest. Can you imagine the shame and feeling of being outwitted by an enemy? What does the king suggest that Thor perhaps might do? Is this intended to again insult the god, Thor? Great sport for the giants but at whose expense? Why does this fact please the giants so? Teacher reads last paragraph. Class close books.

Discussion—Conclusion: Does Thor's part deserve to be entertained after the exhibition of strength and skill? Will the gods accept the king's invitation?

Reason: Would you like to know if Thor enjoyed the dinner? Of what was he thinking? Will Thor ever attempt to avenge himself against the giants? Let us see, tomorrow, if he ever does.

The concluding number was a series of schoolroom games conducted by Miss Clara Dobbin, of Baltimore County. Miss Dobbin spoke briefly of games as an important factor in physical education, and of the latter as an essential part of the daily program, vital to the growth of the children and lightening labor by putting teacher and class into the right attitude. The games were much enjoyed by those who "looked on" but especially by the large number who participated.

The meeting then adjourned until Thursday morning.

THURSDAY, JUNE 27.

9.30 A. M. TO 12 M.

The session began with a short business meeting. The following officers were elected to serve during the coming year:

Chairman:—Miss Hanna A. Coale, Maryland State Normal School.

Secretary:—Miss Emily Barnes, Hamilton, Baltimore County.

Demonstration began with rote-singing conducted by Miss Sarah Williams. Under her excellent leadership every one joined heartily in the work. Two songs were taught—"Mother Dear" and "Spring Song."

Miss Florence Arnold, of Howard County, then gave a lesson in Literature Selection—Part I of Evangeline.

Before teaching the poem Miss Arnold outlined the previous work as follows:

1. Reading to gain the story.
2. Second reading to find descriptive sketches.
3. Characters described—first descriptive passages read aloud from book, then told in pupils own words.
4. Study of allusions and such words as would be necessary for pupils to know in order to understand the work.

Such as—

Stand like Druids of old.

Stand like Harpers hoar.

(Sir Walter Scott.)

The minstrel was infirm and old.

5. Find lines in the prelude that tell us what we may expect to find in the poem.
6. Have a map of Nova Scotia drawn, in order to give the children a good geographical idea of the setting of the story.
7. After studying Part I and Part II in the same manner talk about the incidents which Longfellow used in this story.

Miss Arnold next stated the *aim* of the new lesson—to arrange logically the incidents in Part I.

The teachers acting as pupils then gave the incidents in answer to questions, Miss Arnold writing them on the board.

Following are some of the questions:

1. How does Longfellow begin Part I of Evangeline?
2. How does he picture the village?
3. What may we call this description of the village?
4. What do you say is the first incident?
5. What news does Basil bring to Benedict?
6. The father, Benedict, tells us that a marriage contract is to be drawn up—for whom? This leads to another incident. what is it?
7. Why does Rene Leblanc come to Benedict's home? What of importance happens now?
8. A night has passed. The morning is bright and clear. Why do so many people come to the village?
(To attend betrothal feast.)
(Men go to the church.)
9. What happens in the church?
10. Four days have passed. During this time what have the men of Grand Pre been doing? Now what happens on the fourth day?
11. Evening comes on. During the night what heart-rendering thing occurs?
12. Morning dawns and with it comes the embarkation of the rest of the Acadians, and the sailing away of the vessels.

The outline appeared upon the board as follows:

Ships leave harbor
Rest of Acadians put on ships
Benedict buried
Benedict dies
Village destroyed
Embarkation of one-half Acadians
Men sent from church to sea-shore
Women of Grand Pre bring goods to sea-shore
Men made prisoners
Men called to the church
The betrothal feast
Marriage contract drawn up
Rene Leblanc comes
Basil and Gabriel's visit to Benedict

The third lesson of the session was given by Miss Helen Gover, of Speyer School, Columbia University. This was a fifth grade lesson in dramatic reading. The teachers were provided with books. *Stepping Stones*, Book V. Selection. *Baldur*. After arousing the need of writing a play for an assembly program and discussing with the class the

kind of story needed for a play, Miss Gover asked the members of the class to read the selection through silently to find if it would meet the conditions. Then by questions she succeeded in getting the class to divide the story into scenes and select the characters. The divisions of the story and names of the characters were written upon the board. Correct pronunciation was given. There was also time for discussion as to what should be included in the different scenes and oral reading of several. The following is an outline of the three lesson units:

BALDUR.

Teacher's Aim—To get thoughtful understanding and enjoyment of the story. The need for the play presented.

Children's General Aim—To make a play for an assembly program.

LESSON I.

1. Discussion of kind of story needed for a play.

Aim—To find if the story of Baldur will make a good play.

2. Silent reading of story with aim in view.
3. Discussion of story for comparison of results of study.

LESSON II. (Combined with Lesson I if possible.)

1. Discussion of next step in dramatizing story.

Aim—To divide story into scenes and select characters.

2. Silent reading with written notes on scenes and characters.
3. List of characters made from children's lists requiring correct pronunciation.
4. Oral reading of each scene by individual pupils with class discussions.
5. Oral reading of story by scenes as decided on by class.

LESSON III.

1. Discussion of meagreness of material for scenes of Baldur's death and funeral.

Aim—To see if the poem about Baldur gives any more information for our play.

2. Silent reading of parts of poem concerning Baldur's death and funeral, noting parts needed.
3. Oral reading with class discussion of parts which can be used to enrich the play.

The reading lesson was followed by one in directed composition growing out of it. The work was conducted by Miss Emily Barnes, of Baltimore County. In her introduction Miss Barnes said in part: Directed Language is that part of language in which the teacher works with the children. It may include narrative, as Death of Baldur; description, as Description of Sherwood Forest; or exposition, as How I Played a Game. At first the teacher and children work together, afterwards the children work alone. Out of weaknesses shown in this independent work, the teacher chooses suitable subjects and again teacher and children work together. Children work alone only after some power has been acquired.

They may then also work in committees or groups. In long compositions, the first part only should be worked out by teacher and children. The rest should be independent work, which later issued for class discussion and constructive criticism.

Dramatization is the most interesting phase of directed language work. Children enjoy selecting the scenes and characters and writing the conversation.

Basing her work on the preceding reading lesson, Miss Barnes began her demonstration by saying: Since you think the story of Baldur would make a good play for an assembly program let us now work to put it in play form.

Next the different scenes were recalled, and then by questions and occasional suggestions she succeeded in getting from the class of teachers the conversation and action of the first two scenes.

I. Baldur tells his dream.

II. Loki's discovery.

After the lesson, copies of written work done by sixth grade pupils after dramatization of the same story were distributed.

BALDUR.

1. Outline.

I. Baldur's dreams.

II. Loki's mischief.

III. Burial of Baldur.

II. Work of teacher and pupils together; teacher asks leading questions:

Baldur, of Asgard, the god of light and happiness, had dreadful dreams which haunted him day and night. These dreams told him that his life was in danger. Frigga, his mother, was troubled about her son so she traveled far and near to make everything promise not to injure him. She returned with the glad news that everything had promised. Then the gods, to show that the promises were to be relied on invented a game in which many kinds of weapons were hurled and he was not hurt thereby.

III. Children working independently:

Loki, the mischief maker of Asgard, was present at this game. He hated Baldur for his beauty and truthfulness. When he saw what the gods had proven, he decided to visit Frigga in the disguise of an old woman, and find out if everything in the whole world had promised. After learning that it was the mistletoe of Valhalla that was supposed to be too little to do any harm, he found this plant and made a magic spear of it. He started out with revenge in his heart to watch the game. Hodur, the blind old god, who took the spear made of magic from the old woman's hand expected no evil and hurled it. But lo! it struck the beautiful Baldur. Straight to his heart it went. His beautiful wife, Nanna, was overcome with grief and she too died.

IV. Work done by groups of children:

Now a sad day had befallen Asgard. Great indeed was the grief of the gods. Tenderly and sorrowfully they bore Baldur to the seashore, and laid him and Nanna on the ship. After the god Thor had blessed them both, the gods and goddesses came forth with loving tokens and laid them gently on their loved companions. Thor with his mighty strength sent the ship ablaze out on the calm tide, so that it might drift in peace and the four winds might bring back sweet remembrances.

The composition work was followed by a lesson for appreciation—*The Study of a Poem*—by Miss Mary A. Cullen, of Queen Anne's County. The following is her outline.

I. Topic:—Song of the Chattahoochee, by Sidney Lanier.

II. Aim:—To lead to appreciation of good poetry.

III. Preparation:

(a) Short sketch of the poet.

(b) Brief description of the Chattahoochee River.

IV. Pupils' Aim:—To find out what the river is telling us in its song.

V. Presentation:

(a) Poem read by the teacher.

(b) Simple interpretation of the poet's thought (by the children).

(c) Description of the four pictures of the river on its journey.

(d) Study of words and expressions which add to the pictures.

(e) Name given to each stanza.

The development of the poem was as follows:

About forty years ago there lived in Baltimore one of our best-loved Southern poets, Sidney Lanier. He wrote a beautiful poem about a river in his native State. This river, the Chattahoochee, rises in the hills of Habersham County in northeastern Georgia, runs through Hall County, and on down through the valleys and across the plains to the sea. In the poet's thought the river is singing. As I read the poem, see if you can find out just what the river is telling us in its song.

After the reading of the poem several interpretations were given. Miss Cullen condensed them into the following: The river starts out on its journey with a definite purpose, and it suffers nothing by the way to weaken that purpose. She continued:

Read the lines in the first stanza which tell us the mission of the river.

What lines in the last stanza repeat it?

The first four stanzas give us a series of four pictures of the river on its journey. What would be a good topic for the first one?

I. What the river does (Written on board.)

Name six verbs in this stanza which paint the picture by telling what the river does.

What do you understand by the expressions "hurry amain" and "with a lover's pain to attain the plain"?

What would be a good topic for the second stanza?

II. Things along the bank which delay it.

What different things along the bank attempt to delay the river? Note how the adjectives wilful, laving and fondling add to ones feeling about the river? (Each explained) also meaning of "thrall."

In the line, "The dewberry dipped for to work delay," the phrase "for to work delay" is an old form of "in order to work delay." What would be a good topic for the third stanza?

III. Trees that tempt it.

How do these trees tempt it?

What would be a good topic for the fourth stanza?

IV. New beauties that charm it.

As it continues its journey what new attractions seek to hold the waters back from the plains? What do you understand by "a cloud with mist"? "Made lures"?

Now, who will suggest a topic for the last stanza?

V. The river's reply to all the temptations.

Explain:—"I am fain," "The main," "A myriad flowers."

Assignment:—For tomorrow be able to state in your own words the river's mission and describe the picture you like best.

The subject of Literature was again presented by Miss Mary G. Davis, of Montgomery County. Miss Davis said in part: We like literature because we like the beautiful. Poetry contains more of the hidden beautiful than prose, more that is not on the surface but has to be brought out by careful study. In the sixth grade poetry may properly be taken up. At that age, pupils require more and demand it. In prose writings thoughts are expressed and sentences constructed in the manner to which they are accustomed. A poet sees differently, thinks differently and presents ideas differently. Poetry appeals to the imagination with pictures which are attractive to children and adults. While we would not teach Shakespeare to a sixth grade, what is more simple and pleasing to the imagination, and what more beautiful poetry than that pictured in the lines from "Romeo and Juliet"—

"Night's candles are burnt out and jocund day
Stands tiptoe on the misty mountain top."

The prose way of expressing this is, "It is morning," but can you not see a new wonder and delight beaming in the eyes of a sixth grade child as you tell him that the poet calls the little twinkling stars, night's candles, and when they grow pale in the morning the candles are dying out, and day he calls a living being, eager and merry.

Before teaching a poem to a sixth grade I would have the pupils know the simple facts of the author's life. The study of characteristics and comparison of his different works must be left for high school work. It is well to tell the story of the poem to the children, then have them read it through referring to notes and looking up new words. Have pupils tell the central theme. Have them memorize the best passages or the whole of a short poem. A store of such literature gives richness to mental life. In this grade no attention should be paid to mood, sound,

style, structure and metre. Outlines are good but by all means teach literature the way that means most to the children. In this grade children demand to know the use of studying anything. They want to know that they profit by their work. Literature must touch the heart. If children see and feel with the poet they enjoy interpreting his lines. Teaching literature means much more than following a certain outline. While not directly pointed out by the teacher the lesson or moral should be appropriated by the pupils individually.

Miss Davis concluded her work by teaching the poem, "The Nightingale Who Sung a False Note." The work was presented very simply but directly. The note of encouragement in this little poem seemed to make a strong appeal to the teachers.

The concluding number was another half-hour of schoolroom games, directed by Miss Dobbin.

Miss Davis, chairman of section, congratulated the teachers upon the excellent work of the instructors, the good attendance, and co-operative spirit. She spoke briefly on the advantages of department work and urged the members of the section to make use of the organization during the coming school year.

EMILY BARNES,

Secretary, Pro tem.

Department of Secondary Education

June 26, 1912.

The first session of the Department of Secondary Education was held on the North Porch of the Braddock Hotel. The meeting was called to order by President Olin R. Rice, of Frostburg.

Professor A. F. Smith, of Lonaconing, made a preliminary report on "Our High School Curriculum." Professor Smith was followed by Dr. Buchner, of the Johns Hopkins University, who discussed "The High School."

ABSTRACTS OF AN ADDRESS DELIVERED BEFORE THE DE-
PARTMENT OF PRIMARY EDUCATION AT BRADDOCK
HEIGHTS ON "THE HIGH SCHOOL."

BY DR. E. H. BUCHNER OF THE JOHNS HOPKINS UNIVERSITY.

Dr. Buchner said in part that High Schools are very much like persons. The full story of the life of every person is completely told by the answers that come to two questions:

"What is he doing?" and

"How is he doing it?"

The State Board of Education answers the first question for us by establishing the High School course of study. The other question has to be answered by ourselves; "How are we handling this course of study?" Again, it may be said that, like ancient Gaul, all students are divided into three parts. A plea for such a re-adjustment of the course of study and such a policy in working out the course in our separate schools as shall most nearly reach the requirements of the student who wishes to compete for those scholarships. Dr. Buchner's address was vividly illustrated by two charts prepared upon the results of his observations during his inspection of the High Schools recently. The first of these charts showed the first and the second groups of the High Schools of the State. It brought out the significant fact that three counties of the State have no High School. He suggests that this should stir us to action as patriotic citizens, so that there shall be at least one properly equipped High School in each county, about 20 per cent of the counties lack a first group High School, and seven counties, or over 30 per cent are without a second group High School. The ever-present question of "Why Boys Leave School," was discussed by Dr. Buchner. He says there is really no one reason but that a real cause of the depletion of the number of boys is the compulsory study of Latin. Here Dr. Buchner suggested some very original shifting of Latin and History. His argument in favor of the changes was most interesting and convincing. He argued that since we have 100 per cent of pupils in the first year, and but 13 per cent of that number at the beginning of the fourth year, that the course should be shifted so as to better fit the boy for citizenship. For this reason he would place more emphasis upon United States History and civics in the first and second years. He would place Latin as an elective in the first and second year in order to hold the boy in school. At the beginning of his third year the boy will have developed a language power which will carry him successfully through the third and fourth year. Inasmuch as the classical requirements of the colleges are much more elastic than formerly, this plan would be no hindrance to the boy in entering college, and it would solve the most important of the problems which confront the High School. A most original reason given by Dr. Buchner for the four years of Latin in the schools is the fact that it is the one subject which has continuity throughout the course and hence has great educative value,

but since the High School must solve its own problems first, he urges more organization, and suggests that the High School must have a nominal freedom as to their own affairs for a few years at least in order to do away with the annual disturbance to meet college requirements. In this way harmonization will be brought about more quickly, more sanely, and more effectively. Dr. Buchner very clearly brought out the idea that the High School is not a local organization, but that it is rather a representative national institution; hence he urges a greater degree of uniformity in the course. The second chart Dr. Buchner worked out to show the results of his personal inquiries as to the work being accomplished with the course of study in the High Schools of the State. His criticisms upon the work done in the schools were just and timely, and while he found many conditions which must be improved he also found many reasons for general congratulation. The greatest weakness he finds upon language lines, and he urges intensive effort here. He said in part that Language is the staple of education; there must be a linguistic background, in order to have a means of expressing the applications of any science. Dr. Buchner closed his address by encouraging the schools to still greater effort to improve their output.

Dr. Buchner was followed by Mrs. M. A. Newell, who made a plea for the Atlantic Educational Monthly, and this was followed by a paper by Miss Alice J. DuBreuil on "English in the High School."

WRITTEN COMPOSITION IN THE HIGH SCHOOL.

BY ALICE JOUREAU DUBREUIL,
Eastern High School, Baltimore, Md.

The English teacher, more than any other, perhaps, needs to keep in mind Carlyles' words, "Let a man do his work; the fruit of it is the care of another than he." What follows is a discussion of my own "work" in written composition. For convenience, I shall divide the subject into three main parts—formal work, forms of composition, and variations—and a fourth subsidiary part—the English teacher's duodecologue—which will appear as a corollary to the preceding.

The formal work of English is, to the majority of English teachers, the most difficult to teach because it is the least interesting, yet it is the most necessary. To attempt to teach our subject without it, would be as disastrous to our literary edifice as the lack of a foundation would be to the mason's more material structure. In the immediate past, we have been neglecting to a certain extent, this drill work, for the cultural side, hence, from the business world has come the cry, "We ask for bread and you gave us, not a stone, but cake." We are responding now, to this insistent call. The seven divisions of "formal English," as generally understood, are as follows: spelling, grammar, use of words, punctuation, practice in sentence forms, outlining, and the composition as a whole.

The words for the spelling lessons have been obtained in three ways; from the girls' own compositions and test papers, from the texts read in class, and from science and history papers. For this method note-books have been used, not only the student's property, but the "class spelling-book." The latter is ruled in columns and passed down the aisle every time papers are returned, not only in the English room, but in the history and science classes as well. Into it, each girl, after a visit to the dictionary, correctly writes the words she has misspelled. These English, history, and science "class spelling-books" are kept by the English teacher to form, together with the texts above mentioned, the basis of all spelling lessons. The old-fashioned written kind, with the words defined and used in sentences, holds still its important place, but the monotony is varied by what I have chosen to call a "20th century spelling-bee." In preparation for this, each girl is given only two words, for the pronunciation, spelling, definition, and use of which she is held responsible. The whole list, however, is put on the board the day before the match and copied, in its entirety, into the individual note books. Leaders, chosen by the class, in their turn choose the girls for their respective sides. Then the first girl on the one side, asks the girl on the other, any question she—the first girl—may choose, which must be really *answered* by her opponent with a sentence in which one of the words, previously assigned to the opponent, is used correctly. The girl answering concludes by spelling and defining her words. The class, and ultimately the teacher, is the judge of the correctness of the response. If the girl misses in any detail, she must sit down, but a chance is given her "side" to redeem the mistake, if it can. Strict tally is kept on the board of the faults in the four details—pronunciation, spelling, definition, and use in sentence, and these faults, added to the number of girls missing, determine the losing side.

In grammar, though some actual parsing is done, emphasis is laid upon the avoidance of common errors, for which Chap XI of Thomas and Howe's "Composition and Rhetoric" has proved extremely helpful.

For the use of words and, especially, the avoidance of violations of good use, Chap. V of the above mentioned book has been used advantageously.

The rules for punctuation, principally those for quotation marks, the comma, semi-colon, and colon, are taught by precept and example.

To weave the choppy "baby-sentence," by means of transition words, phrases, and clauses into a graceful paragraph; to separate the rambling "periodless" page into clean well defined sentences, is the work of a literary Heracles which we must all try valiantly to emulate. Often, the spelling and sentence lesson may be combined, the words given being used in compound-loose sentences and in complex periodic. Frequently, too, a composition may be marked for the number of different transition words, phrases, and clauses used. The over-worked "and" and "but" are thus suppressed and a much needed variety gained. Next comes outlining, both of ready-made material and of original compositions, all

skeleton outlines consisting of three parts—though the first may be omitted—the introduction, body, and conclusion. Good selections for descriptive and expository forms, and for narration, also, in the poem and short-story, may be taken from the various rhetorics. But for longer outline work on the narrative, “*Ivanhoe*” has been found to answer the purpose better than any other classic, because it, alone, may be outlined in the three ways of periods, places and chief events. The periods fall easily into the nine days, making it interesting to find out where each character was on each of the nine days. Then, too, the principal three places, Ashby-de-Zouche, Torquilstone, and Templestowe stand out prominently, with the events circling momentarily around the tournament, the storming of the castle, and the judicial combat.

In teaching the composition as a whole, board-work has played an important factor. The class was divided into six sections, to each of which was given one of the six scenes—there are at least six—in the “*Ancient Mariner*.” Then, each girl was told to work up her scene in as correct and as vivid language as possible and to be prepared to write it on the board the next morning, when constructive criticisms were made by both the class and the teacher until a fairly good description was obtained. The girl whose work was made the basis of criticism was entitled to call the revised composition hers, while the rest of the class had to vary theirs. As a rule, it took six days to obtain six creditable productions, and on the seventh day each girl handed in her six scenes, carefully corrected and rewritten. The character sketches and scenes from “*Lorna Doone*” were taken in the same way. UPp to date, the laboratory method has not been used much by the overburdened English teacher, not because she has not been awake to the advantages of it, but simply because she has not been able to find the time. When we have our theme reader present during the whole day, as the science teacher has her laboratory assistant, then we may hope for wonderful results, from the individual conference. It is to the future we leave the full realization of this practical dream.

Under my second heading I have put the six forms of composition; letter writing, narration, description, exposition, argument, and poetry.

The form most used in the world—the letter—is, in many cases, that used least in school. Lately, however, owing to the growth of the commercial department, perhaps, increased emphasis has been laid upon this medium of expression. Two weeks, at the beginning of each term, is the minimum amount of time which should be given to what has often proved the by-path to business and social success. Of business letters, there are six recognized kinds: application, recommendation, order, acknowledgement, introduction, and information. Each one of these may in turn prove as fruitful as the Japanese egg which contains myriads of smaller eggs within itself; for instance, the first, the letter of application may be for a position as stenographer or teacher or nurse or saleswoman. With the social letter, comprising the formal and informal, may be taught the little social amenities by which every one is judged more or

less. Here should be learned the time-honored convention that the acceptance or regret must be couched in the same form as the invitation; that courtesy demands a reason for a "regret;" that, to show a true appreciation in a "thank-you" note, the gift should be mentioned, and so on. In the informal letters, expression of the student's individuality was encouraged but in order not to have the letter rambling, a general theme was suggested, such as, "My castles in the air and how they fell." Interest has always been manifested in the lessons on the informal note, for the pupils are eager to know just the right way to write notes of condolence, congratulation, "thank-you," "bread-and-butter," invitation, and acceptance or regret. "Bread-and-butter" is the name I have given to the note written to one's hostess immediately after one's return home from a visit.

Practice in narration, which forms a great part of first and second year English, was given in three ways; in the completing of stories, in the writing of original stories, and in the keeping of diaries. Reading the first part of "Marjorie Daw," by T. B. Aldrich, the middle of "Silence," by M. W. Freeman, and the last of "An Interrupted Message," by F. Stockton, and letting the children fill in the missing parts, aroused enthusiastic effort. When the compositions were written, the reading of the author's story as a whole, besides satisfying the natural curiosity of the class, brought home to them in a helpful way the difference between their own crude attempts and the finished product of the master-hand. The composition of the original story was sometimes made easier by giving a climax—a storm or accident, for example—and having the class lead their events up to it in the form of an outline, before the actual writing took place. Also, current events of world-wide interest, as the Paris flood of 1910, and the Titanic disaster of 1912, were pressed into service as sources for probable incidents. The diary, because so seldom used in school, offered another change in the narrative program. The girls were asked to keep a diary for two or three days only, preferably days of festival importance either at school or at large; as time of basketball matches or senior play, Hallowe'en or Thanksgiving.

For description, the common-place was relegated to the background and the extraordinary brought forward. People of striking appearance—a gypsy queen or an old rag-picker—rooms under unusual conditions—after a girl has dressed for a party or a class room with a substitute—make interesting subjects. For scenes, material from the texts, especially from the "Ancient Mariner" and from the prelude to "Among the Hills," by J. G. Whittier, were paraphrased into prose pen-pictures. Original topics, as "A Wet Day in the City" and "The View from Our Roof-Garden" afforded opportunity for working up "atmosphere" and sense impressions.

Exposition, with its supreme requisition of clearness, brought with it, not only obstacles in the way of technique, but also, a certain amount on dullness in the material "How." "How to Make Tea" and "How to Play Basketball" are inevitable in our repertoire, as well as the ever-

present character sketches, but discussions of current events, prizes contests, such as "The Clean City Crusade," "The Injurious Effects of Tobacco," and the Medical Chirurgical Faculty's "Germ" essay of the past year, editorials, book-reviews, and topics from science courses, all served to enliven the expository writing. The best expositions I have ever had handed in to me were called "Lecture VII of Carlyle's Heroes and Hero Worship." Carlyle wrote only six lectures, but the girls were told to imagine that he were living today and writing a seventh essay on the representative hero of the present age. Different forms of this latter day hero were suggested; the statesman, scientist, and philanthropist; and as examples, Lincoln, Roosevelt, Edison, Luther Burbank, Jane Addams and Florence Nightingale. These were the choice of the majority, though many others, too, were called heroes.

With us, argument was confined in the first and second years to informal oral debates, in the third and fourth years, to preparation from texts, and then in the fourth alone, to the written brief and argument, and to the formal debate. The argument of Comus and the Lady, in Milton's "Comus," Carlyle's positive and negative definitions, his reasons for opinions, and his proof of statements in his "Heroes," a brief of Burke's "Speech on Conciliation," and the study of Laycock and Spofford's "Manual of Argumentation" all prepared for the written argument and formal debate. Some of the questions were: Resolved—That high school scholarships to college should be awarded by examination; That the House of Lords was justified in rejecting the 1910 "Budget" of the House of Commons; That the armies of the world should immediately disband.

Little, if any, compulsory work was demanded in poetry; but versifying was encouraged about once a term in each class. Good results were obtained with such short stories as "The Golden Touch," written in ballad-form: with the continuation of the journey of the "Traveller" to America, in the heroic couplet; and of contrasts, such as "Summer" and "Winter," based on Milton's "L'Allegro" and "Il Penseroso." With the initial lines given, little season poems were also produced by the youthful versifiers.

Outside of the inspirational power, which is the highest in all teaching, the most delightful and profitable part of my English work, both to me and the pupils, has been the variations from routine methods. These variations I have grouped under four headings: individual work, co-operative work, correlation, and the taking of minutes.

The individual work, all of which was written at home and read in class, consisted of four kinds of reports: the report on supplementary reading, on a modern author, entailing the use of "Poole's Index," and the "Reader's Guide," on the American Novel, and on Shakespeare's plays. As one example of a report on supplementary reading "Kenilworth" may be taken. The following six topics were assigned to as many groups: diary of Amy Robsart, diary of the Earl of Leicester, the principal five dramatic scenes, the festivities of Kenilworth, five character

sketches, and a book review. For the report on a modern author, Wm. D. Howells was chosen, because the "Rise of Silas Lapham" is read in the fourth year. "Poole's Index" and the "Reader's Guide," gave all needed information concerning Mr. Howells' life and works. As each girl had a different report, the class acquired a maximum amount of knowledge with a minimum amount of effort. The reports on the American Novel were among the most interesting features of the fourth year work, and those on Shakespeare's plays, of the third. About a month before the day appointed for the reading of the reports, the class was divided into groups of three, one girl in each group being made the leader. For the American Novel day, a different American Novel was assigned to each group, for the Shakespeare Day, a different Shakesperian play. Some of the American novels, "Coniston," "Hugh Wynne," and "Red Rock," for example, illuminated the history work, as well as added zest to the English. Each leader made out the program for her own group, a sample program for a novel being: the story, the historical elements, a biographical sketch of the author. One for a play was: an outline by scenes, the story, and character sketches.

Three co-operative exercises were given in the fourth year. An Arbor Day essay, serial story, and class-day play. These fulfilled a very useful office when a paper or play was requested for the instruction or entertainment of the school audience. For the Arbor Day essay, every girl gathered her material outside but wrote her composition in class. After these compositions were corrected by the teacher they were handed back to the pupils with the best parts starred. Then, a girl noted for careful accurate work was appointed to do the first compiling—to write an essay containing the best parts of all essays; a second girl, with a talent for orderly arrangement, next wove the material into a more united whole; and finally, a third girl possessing some ease of style, polished this composite work into a more graceful production. The serial story was somewhat more complicated, though it aroused more enthusiasm than the essay. In the beginning, an outline of the story, with as many chapters as there were girls in the class, was submitted to the teacher who selected the best three, from which the class chose its favorite. Then, of the story thus chosen, every girl wrote the first chapter, and the best was made the first chapter of the class-serial. After it was read to the class, the second chapter was written, not necessarily following the outline, however. In the same way, with some changes to expediate matters and relieve the teacher, such as the appointment of an advisory board and editorial committee of the pupils, and, when the writing was in of becoming drudgery, the permission to the girls to "elect" their own chapters, the composition of the serial proceeded to its end. The theme of the class day play was first decided upon by the committee in charge and was then discussed in class. Next, a tentative outline by acts and scenes was made, and, finally, an outline by the five divisions of the drama. The class was now ready for the individual work, which was the writing by each girl, of one act, preferably that for which she was especially

adapted. These acts were carefully reviewed by the teacher, the best parts starred, and handed over to the co-operative work of the committee, who revised, compiled, and interpolated until the result was ready for presentation. It was surprising from what unexpected nooks, delightful little bits of originality were encouraged to peep forth into this wholesome competitive atmosphere.

Correlation can be practiced to advantage between English and every other subject in the curriculum. Practical experience in relation to history, sciences, languages, drawings and mathematics has brought convictions in this matter. With history, English was allied by the spelling book, supplementary reading, composition and debate. The work with the spelling-book has been discussed in detail above and the supplementary reading, has also been mentioned. It might be well, however, to explain more about the latter. Supplementary reading was done entirely outside of the class-room and consisted of two kinds, compulsory and voluntary. Of the former there were at least four books a year, assigned a month in advance to be reported on in class; of the latter, the number varied with individual, some girls not reading any, and the reporting was done to the teacher personally, before or after school hours. Of course, extra credit was attached to such reporting. All the books were taken from lists compiled in 1909, by the high school teachers of English in Baltimore and from other lists suggested by the history teachers. Compositions on historical subjects were marked by the history teacher for content, by the English teacher, for form. Whenever possible, the question for the formal debate was taken from current events of historical import and the co-operation of the history department was engaged in the matter of reference and source books, while the English department presided over the technique of the argument. In science, also, we had the spelling-books and joint compositions. Translations in French, German and Latin were improved by the English teacher's requiring at unexpected intervals, the writing out in *good English* of the daily lesson in one of the above languages. This exercise the students called "spring" translations. The interchange of material between the drawing and English departments was mutually helpful. For instance, after the "Ancient Mariner" scenes were described in creditable English, they were passed over to the drawing department to be illustrated. Hallo'een invitations and up-to-date advertisements were also made to do double duty. Graphs, the peculiar property of the mathematics group, made artistic spider-webs in vari-colored chalks in the diagrams of plays and in the comparison of the sentence and paragraph structure of different authors. Correlation makes English what it should be, the principal artery of the curriculum. For the daily taking of minutes in all four years of the high school I should like to send out a strong plea. It is helpful in five ways: first, the minute book serves as an official record of the class work to which, when there is any doubt as to what has or has not been given, teacher and pupils, alike, may turn for verification; secondly, it is of inestimable value to the absentees in making up work

and is thereby a great time-saver to the teacher; thirdly, the taking of minutes is the most practical training in learning to pick out the essentials of a lesson and letting the unessentials go; fourthly, as the minutes are corrected by the class and the teacher for both form and substance, the writing of the minutes becomes an individual exercise in sentence structure to the pupil, and the correcting, a general one to the class; and fifthly, the reading of the minutes serves as a review of the preceding day's work. The mechanical part of the taking of minutes need be no strain on the teacher. If the minute-book goes to the girls in rotation, down one aisle and up another, each girl will know beforehand when her turn will come and will learn, if a penalty is attached to absence, to be always present when she is to be secretary of the class.

After speaking of the drill in formal English, of the practice in the forms of composition, and of the exercises in the variations from ordinary methods, I shall close my corollary, that I have ventured to call the "English Teacher's Duodecalogue." For those who wish further information in regard to it, I refer them to the article entitled "A Composition on Red Ink," by Alfred M. Hitchcock in the May number of the "English Journal."

- I Call for less written work.
- II Call for shorter themes.
- III Use the waste basket.
- IV Use college binders.
- V Choose sensible subjects.
- VI Make your task definite.
- VII Anticipate errors.
- VIII Teach them organization through co-operation.
- IX Decline to correct careless work.
- X As often as you receive a praise-worthy theme, tack it up somewhere, don't conceal it.
- XI Don't be a ferret.
- XII Give a personal conference whenever it is possible.

After announcements by President Rice the meeting adjourned until Thursday.

(Signed) M. ALICE KEARSING,
Secretary, pro tem.

JUNE 27, 1912.

Meeting called to order by President Olin R. Rice, Frostburg, Maryland.

The first order of business was the report of the Committee on High School Curriculum. Prof. A. F. Smith, Lonaconing, Md., read the report of the committee, and upon motion the report was unanimously adopted.

REPORT OF PROFESSOR SMITH.

Sixteen units prescribed, although a student may be graduated with fifteen units. Eight units required, as follows: English I, II, III and IV; Mathematics I and II; Science I; and History IV. The other eight elective, with the following restrictions: At least two units must be elected from each academic department, including two in foreign languages, except where all the commercial subjects are elected. Manual Training and Household Arts required for two double periods a week for the first two years, and elective for the last two. Music and Agriculture as optional subjects.

I

Required.

English I (Composition and Literature).

Mathematics I (Algebra or Algebra and Arithmetic).

Science I (Physical Geography one-half; Commercial Geography one-half).

Elective (Choose One).

History I (Ancient).

Latin I (Lessons).

German I (Lessons and Grammar).

French I (Lessons and Grammar).

II

Required.

English II (Composition and Literature).

Mathematics II (Algebra, through Quadratics one-half; Geometry one-half).

Elective (Choose Two).

Science II (Biology).

History II (Modern).

Latin II (Caesar, Grammar and Composition).

German II (Reading, Grammar and Composition).

French II (Reading, Grammar and Composition).

Commercial II (Penmanship, Spelling and Commercial Arithmetic).

III

Required.

English III (Rhetoric and Literature).

Elective (Choose Three).

Mathematics III (Plane Geometry one-half; Algebra, completed one-half).

Science III (Physics).

History III (English).

Latin I or III.

German I or III.

French I or III.

Bookkeeping and Commercial Correspondence III.

Shorthand and Typewriting III.

IV.

Required.

English IV (Rhetoric and Literature).

History IV (American and Civics).

Elective (Choose Two).

Mathematics IV (Solid Geometry one-half; Trigonometry one-half or Review of Arithmetic).

Science IV (Chemistry).

Latin II or IV or German II or IV or French II or IV.

Bookkeeping and Commercial Law IV.

Shorthand and Typewriting IV.

Upon motion it was ordered that the President appoint a committee of three to confer with the State Board of Education in regard to the advisability of having an inspector of High Schools.

Professor B. E. Fleagle, of the Baltimore City College, was introduced and read a paper on "Oral Composition."

ORAL ENGLISH IN THE HIGH SCHOOL.

By B. C. FLEAGLE,

Baltimore City College.

A small boy is said to have defined "eloquence" as something they kill folks with in the United States. In a discussion of oral composition it may be well for us to bear in mind that this part of the English work is not "*Elocution*." It cannot stand off by itself like a sore thumb. It must be correlated with the work in written composition and literature.

We are awaking to the fact that, as a nation, we are exceedingly careless of our speech, both oral and written. In our schools we appreciate this fact most keenly—our pupils enter the high school with a most lean vocabulary, with a large fund of incorrect and awkward idioms, with a most shocking supply of slang phrases and provincialisms, and say nothing of their complete ignorance of grammatical and rhetorical usage. Methods of teaching English are being directed more and more to meeting and correcting this evil.

My purpose is to explain to you what we are doing at the Baltimore City College to meet the needs of our boys in oral expression; to solve the very difficult problems of how to make class room English baseball and street English. The method which I shall try to explain is the result of three years of experimentation and study. We feel that we have worked out a plan which, while imperfect in many ways and calling for revisions and modifications, is nevertheless doing our boys much good.

Our plan is designed, in a general way, to do the following things: First, to purify language by correcting idioms, by removing slang, and

by enlarging and enriching the vocabulary; second, to make language effective by constant attention to correct grammatical usage and rhetorical structure in the sentence, the paragraph, and the whole composition; third, to make expression effective by drilling in distinct enunciation, correct pronunciation, and by freeing the voice and body from mannerisms and constrictions; fourth, to vitalize the subject of English, to stimulate thought, and to make the subject practical while retaining the cultural and esthetic values.

With these general considerations before us, let us try to answer the two leading questions which naturally arise—what does our plan include and how do we teach it.

In the first place, it includes much practice in reading aloud. Ruskin said, "If I could have a son or daughter possessed with but one accomplishment in life, it should be that of good reading." Also, Longfellow says, "Of equal honor with him who *writes* a grand poem is he who *reads* it grandly." Again, Carlyle says, "We are all poets when we read a poem *well*." These quotations imply a high ideal of what is considered good reading, but is it not an art worthy of our most careful cultivation? And it is not so impossible of attainment as it may seem at first sight—a few minutes of practice each day in class and at home, kept up for three or four years, will work wonders. Little technical knowledge of reading need be taught—constant insistence upon proper phrasing and pausing, and upon intensely thinking the thought, is often sufficient. The main requirement is concentration of thought, riveting the thinking process upon the meaning of the text. This may often be done by asking a few simple questions. It is surprising how often the clear understanding of a word or phrase illuminates an entire passage for the young mind groping about in the darkness of some meaningless phrase, and causes the pupil to appreciate the meaning of the text and to realize the appropriate feeling or emotion. And here we are teaching both expression and literary appreciation.

In the second place, oral English includes practice in giving declamations. A short poem or prose gem, thoroughly memorized, may be made the basis of much interesting and helpful drilling in enunciation and in pronunciation, and in the many technical matters which help the pupil to realize the thought and to appreciate the spirit of the piece. Among the favorite declamations are the following: "Charge of the Light Brigade," "Lincoln's Gettysburg Address," "The Psalm of Life," "The Constitution," "Building of the Ship," "The Wreck of the Schooner Hesperus." Frequently we have parts taken from the literature texts, given as declamations or dialogues, and even as modest efforts at dramatizations. For instance, when studying "Silas Marner" the boys enter eagerly into the spirit of the Rainbow scene from the sixth chapter and dramatize it with spirit and evident enjoyment. These exercises are used in the first and second years. They are found to be helpful in overcoming timidity and in forming habits of freedom of expression and ease of bearing and correct position.

The third method of teaching oral English in our school is the matter of oral themes. These may be of almost any sort practicable for written composition. For convenience and as a means of emphasis, we divide this work into four parts, according to the four forms of composition. In the first year, simple narration of personal incidents are used. These are often varied by having reports of conversations overheard on the street or lunch hall; again, by having the reproduction of stories, tale of adventure, or fables—for instance, a chapter from "Ivanhoe," from "Treasure Island," Hawthorne's tales, ballads, etc. The second form of composition used in the first year is Exposition, made as simple and personal as possible by having such subjects as "How I Made a Kite," "How I Taught Fido to Beg," etc. Throughout the first year, little criticism is given, except by way of insistence upon correct grammar, distinct enunciation, and erect position, the main object being to inculcate the habit of freely and simply and in a conversational tone expressing their own ideas.

In the second year our efforts are redoubled, emphasizing Narration, Description and Exposition. The boys are now over much of their timidity and speak with more freedom and ease. Consequently we can expect more of them and we require longer efforts. We now give more detailed requirements in technique. For instance, at each period we emphasize a different detail. Some of these details are the following: Position, Tone projection, Grammar, Unity, Coherence, Emphasis, Suspense and Climax, Clearness. Here are a few of the topics used during the past year: "Trouble with our Boat," "Our Organ-grinder," "The Funniest Man I Ever Saw," "What Happened in the Yard Today," "How I Learned to Ride a Wheel," "How to Make a Baseball Field."

In the third year, all four forms of composition are used, but the emphasis is placed upon Description and Argument. The boys are now allowed to select their own subjects oftener, for their experiences are becoming wider, their judgments more to be depended upon. We now encourage the use of the newspaper and magazines in gathering material. But here, as throughout the course, the premium is placed upon absolutely original work, work which is gotten from actual experiences and that which has an intimate relation to actual life. For instance, allow me to give you a list of topics used during the past winter: "The Clean City Crusade," "Election Frauds," "Types of the Baltimore City College Student," "The Commission Form of Government," "The Smoke Nuisance," "Public Health in Baltimore," "Inter-scholastic vs. Inter-class Contests in Athletics," "The City College Should Publish a Monthly Paper."

In point of structure the emphasis is now placed upon rhetorical principles and the development and the delivery of a live and interesting speech. We now begin to criticise severely. At first, this criticism is done entirely by the teacher, later the boys are encouraged to criticise one another in a frank but good-natured way. Often the office of critic is distributed among the various members of the class. The class is divided

into sections, each section being responsible for a particular thing—one for Bearing, another for Enunciation, still another for Grammar, etc. Criticisms are made as soon after the recitation as convenient—sometimes after each speech. Again, to expedite the work in a large class, the final ten minutes of the period is reserved for a clearing of all mistakes and criticisms. In such case the students who act as critics are given credit for their work and are in turn criticised by the teacher. In this year, increased attention is given to debating. After a study of argument and much practice in the making of briefs, the oral work is given over to debating for a month or more, culminating in a formal debate, the debaters being selected from those who have done the best work in the informal debating. Also in this year we give more technique in structure of the speech, in voice delivery, and in bearing. My time limit will not permit me to particularize too much, but allow me to mention a few elements which we have found suitable for teaching to high school students—Tone Projections, Pitch, Phrasing, Pause, Inflection, and Incidental Gestures.

In the fourth year we use the same methods with enlarged and intensified treatment, as a matter of reviewing and drilling in order to thoroughly fix habits of full, free, and effective expression. But we do not stop with reviewing former work. Here we emphasize argument. The distinctly oral work of at least one-half the year is devoted to constant and careful drilling upon argument. Burke's Speech on Conciliation, of course, serves as the basis for the technical knowledge and inspiration. Again, up-to-date and live topics are used, such as deal with current news, local and national politics, school policies and conditions, etc. These exercises lead up to debates, which are of frequent occurrence. At first only such subjects as are within the range of the boys' information and experience are used. Subjects can always be found which the boys will discuss for the sake of interest rather than for the sake of argument. When a boy has something of his own to say, there is an admirable chance for profitable instruction in public speaking. And it is right here that we have our best work. Debating is a kind of *game* and has much in common with baseball and football. It is a most valuable instrument and one which we cannot afford to ignore. Not merely is it an admirable means of teaching expression and an aid in developing language, but it contributes directly toward the highest type of citizenship. It teaches the boy to refrain from basing his judgments upon ignorance; it helps him to sound the depths or the shallowness of his own knowledge and to discriminate between the value of things, and thereby to reach the main issue of a question, and finally it leads him to respect the opinions of others.

As to the matter of method in this form of oral English, the following we have found to work well. A brief, suitable for a three or five minute speech, is called for upon a certain day. These briefs are examined and returned with criticisms and suggestions for development. This prevents careless and slovenly work and insures preparation. Several days later

the speeches are delivered, the members of the class acting as judges. The four—or in some cases six—members delivering the best speeches constitute the team for the next formal debate. There are three or four formal debates during the year, the final one being a contest between two sections of the same class or between two different classes. The students enter eagerly into these debates and need little spurring to induce them to put forth their best efforts. However, interest is often heightened by having the principal or a visitor act as judge. At the close of the period the teacher criticises the work in detail. Usually, each member of the class is required to write out his criticism from notes taken during the debate.

A fifth means of giving practice in oral English is our method of dealing with supplementary reading. Each boy is required to read at least six books during the year. Six periods during the year are devoted to book reviews, when each boy is required to speak about his book. The nature of the speech is determined by one of six different points of view—setting, plot, characters, purpose of the author, background, incidents. This period, among the students of the higher classes particularly is regarded as one of the most interesting periods of the month.

Thus we have seen that oral English at the City College includes five special subjects, but our efforts do not stop there. Oral English with us is a point of view rather than a particular subject. It is our intention and our effort to make it permeate all our work, determining our method of treatment of many literature texts; being used, here, to lend variety to otherwise monotonous work, there, to interest or awaken a mentally sleepy class of pupils; again, to correlate the work with written Composition and with Literature; and finally, to co-operate with all teachers who believe that good English should be *habitual* rather than *occasional*.

Allow me to speak briefly of a few miscellaneous considerations. We have found that, in order to avoid waste of effort, it is necessary for the teacher to keep a record of the work of each student, noting a few faults and failings, at each recitation. This need not be a burden to the teacher—in fact, all of it may just as well be done by a member of the class. This record gives the teacher the very decided advantage of having a permanent record of the improvement of each student. This is a matter of no small importance to a teacher who meets one hundred and fifty or two hundred pupils. With a very little ingenuity, any teacher or pupil can arrange a simple yet effective scheme of criticism in any ordinary notebook.

Another device which may add interest to the work is to have contests in oral discussion. This has been successfully tried in Lake Forest College. We are planning to have contests next year of a similar nature. A list of topics, based upon high school studies and high school interests, will be submitted to the students several hours before the contest begins. The boys will have an opportunity to think over the topic which he will select but will not be permitted to consult books nor to talk to

instructors. The contestants will be chosen from among those who have the highest grades for oral work in class. This contest may well serve as the climax to a year's work and prizes may be offered to the winners.

The results of our work in oral English are evidence and most encouraging. We have found that our boys express themselves more freely and correctly, not merely in the English room but in all departments of their school work and in ordinary conversation. During the past year men in other departments, not knowing of our work, have commented upon the general improvement in expression. Then, too, this work has vitalized the entire English course and more interest is being taken in the subject of English, as shown by the fact that more boys elect English in the fourth year. The boys regard the present course in English as more practical and useful than the old one. A concrete example will prove this statement. At the close of the year's work I asked a class of thirty seniors to write a paper, frankly and freely criticising the present course in English. Twenty boys made special mention of the oral features of the year's work, many of them expressing themselves as having gotten more real benefit from the oral than from any other part of the work. Not one criticised the oral work unfavorably. In brief, we have found that oral English stimulates thought, producing sound thinking, that it enhances literary appreciation, that it arouses interest and awakens the inert, that it tends to give confidence in one's own power of expression and that consequently gives ease and grace of manner and bearing, that it inculcates and fixes the habit of clear, correct, straightforward, and effective expression of one's own thoughts and feelings.

Just a word more in answer to several objections which may be made to this work. Someone may say that it all sounds good but how can we find time for the extra work. In answer to this objection, let me remind you that nearly every feature of this plan correlates with other work, that in nearly every case we are "killing two birds with one stone," that we are not adding a new subject to our already over-crowded curriculum, but rather that we are changing the emphasis and vitalizing our work, making it contribute to utilitarian as well as to cultural aims in education. Of course we should have more time for English work but if we do not have it, let us make the best possible use of what we have. On describing our course to a friend, I was not surprised to hear this comment—"You are trying to cram a mountain into a pail." Such may be the case, but let us not find fault with the mountain; let us be thankful for the *pail*—we may get a *barrel* by and by.

Again, many may think that this work calls for a special teacher of Elocution. Not at all. The teacher must be enthusiastic and thoroughly alive, of course. Technical training is helpful and necessary to the highest success in this as in any art, but much good can be done by the earnest and enthusiastic teacher.

In conclusion, allow me to express the hope and the belief that within a few years the emphasis in the teaching of English will be completely

changed and that college entrance requirements will call for reasonable proficiency in *oral* expression.

Professor Frank A. Manny, Teachers' Training College, Baltimore, talked upon "The Socializing of the Secondary School."

ABSTRACT OF AN ADDRESS ON "SOCIALIZING THE
SECONDARY SCHOOL."

BY FRANK A. MANNY,

Director of the Training of Teachers, Baltimore.

Two programs are possible. In one case an institution undertakes a definite work and carries this out in an individualistic manner regardless of other needs and problems. In the other case there is equally careful attention to the specific work to be done but an interest in the larger field and in aiding to see that as wide a range of needs as possible is met. The school was originally of the former type but social needs have forced it through compulsory educational laws to extend its range. The elementary school has become theoretically a place for all. The secondary school has more of exclusiveness and aristocracy left in it but it also is becoming socialized. It is important that the teachers involved become more conscious of the movement in order to facilitate its progress. It is only a few years since the courts in the Kalamazoo case justified the expenditure of public funds for high schools and in many communities there are numerous taxpayers who are not yet convinced.

In general organization a great step is being taken in the movement toward beginning the secondary school at the close of the sixth grade. A sweep of six years explains many of the advantages found in European schools. We need a longer run in order to plan more effectively.

A more adequate organization of the secondary forces in a State will make for social progress. We should gain much if our section here could divide the field of problems so that we knew to whom in the State we could turn for the latest and most complete information on vocational guidance, vocational education, secondary school literature, scientific studies, etc., etc.

Secondary teachers with supervisors form in a sense a privileged class in our work. They receive the best pay and have the most adequate training of any group in the public schools. From them should come the movement toward making our work more thoroughly professional. In order to make up a profession, its members must be equal to determining the qualifications and conditions of membership. As it is, the burden of this movement lies upon the elementary woman teacher who has only recently begun to awake to the fact that she is a part of the democratic movement and has both power and responsibility for its advance. At

least secondary school teachers should inform themselves upon the various organization movements which intend to forward the profession and thus be able to judge as to the defects and merits of federation and allied undertakings.

There is a natural tendency to organize on a class basis and it will take good thinking and strong statement to show the advantage of inclusive organizations. It is easy to accept the progress which the advance guard of the past has made possible and to evade responsibility for the making of progress today on which workers in the future can take their stand. The Michigan Federation is the most inclusive organization yet established. In it elementary teachers, secondary teachers, and supervisors share alike in responsibility and authority. (See article in May, 1912, *Atlantic Educational Journal*.)

It is by means of these wider ranges that we escape the blight of provincialism, that tendency to substitute the part for the whole. In a recent statement, Dr. Patten commented on LaFollete's weekly as very satisfactory in its treatment of State matters but exasperating in its tendency to Wisconsinize national and international movements. We need the wider range, however narrow our own work may be.

A limitation on high social efficiency comes from the constant withdrawal of strong secondary school men into other fields. Dean Johnston's new book on High School Education is an excellent piece of co-operative work, but of the many men who have contributed chapters, only one is still in the secondary field and his is the Commercial Department. We must have money to hold strong men for the sake of leadership.

The New English Journal is notable among other instances in that it undertakes to show the relationship between results in English teaching and the time, energy, and other conditions which are dependent upon money. It is a mistake to separate the economic and the so-called spiritual. They belong in the same universe of discourse and are mutually dependent.

In the organization of a school corps there is apt to be a development of either the monarchical or the anarchical types. We need to learn to work out co-operative types and will do so when we have a generation trained as children in co-operation.

(The speaker's discussion of social tendencies in the school life of the pupils and in the course of study is omitted. The emphasis in the former case was laid upon pupil participation in responsibility for the control of the school and in the latter upon the need of a curriculum of activities which represents the real needs of boys and girls from twelve to eighteen.)

In the development of social method the secondary school has lagged behind the elementary. Dr. Rouriett Stevens has recently brought out a valuable study of actual class-room practice in high schools under the title of "Questioning and Efficiency." In this the relationship of our customary class questioning to such matters as thinking, expression of thoughts, etc., is shown and help is given in getting at present waste. (*Columbia University Contributions to Education*.)

The general situation regarding the social factors can best be gotten at in a most valuable new book by Irving King on *Social Aspect of Education*. (The Macmillan Company.)

The general aim of secondary education is to afford our youth expect guidance in making the most of adolescence and in learning how best to invest its capital. On the negative side we should take warning from the results of studies of defective children. We have long recognized idiocy and imbecility as menaces to civilization. Recently we have awakened to the social dangers of feeble mindedness. The newness of the term moron shows how slight attention has as yet been given to arrest in that practical stage of later childhood in which superior men have often tried to keep members of less privileged families and races. But our own particular defect we have not yet begun to discuss. This is arrested adolescence. We need to work out standards of maturity. The best men and women have ever left in them much of the child and the youth but society is endangered whenever any individual is permitted to rest in any stage beyond its time. We need a society in which a larger percentage of those who come to be "of age" are really "grown up."

Professor Manny was followed by Assistant Superintendent B. K. Purdum, who read a paper on "The Duty of the High School as a Tax-Supported Institution."

THE DUTY OF THE HIGH SCHOOL AS A TAX-SUPPORTED INSTITUTION.

B. K. PURDUM.

Ladies and Gentlemen:

I feel that it is exceedingly inappropriate for me to follow on this program such educational experts as have preceded me, nevertheless with the warning that you should not take my opinion too seriously, I will endeavor to give you, with some others that I have gleaned from the literature on the subject, my simple thoughts concerning what the tax-supported high school should return to those who support it. We still have a few secondary institutions supported by tuition or private funds that should not be interfered with in their effort to carry out any particular line of work that may be in accordance with the liking of those in control, or the special body of students patronizing such institutions.

What I have to say is intended to apply only to the public high school controlled and supported entirely by the State, or some political division thereof. These institutions receiving as they do their support from the entire body of citizens of the jurisdiction should be prepared to make some useful returns to any individual that may be able to attend the high school regardless of what may be the plans of the student after leaving the high school—whether it be to continue his education farther or to engage in some legitimate occupation.

With regard to the duty of the high school, those who have given the question earnest thought are still probably divided into three classes, though I believe the relative number in the different classes have been rapidly changing. I. We have those who have believed for a long time and still do believe that the sole object of the high school should be to prepare its students to enter college. II. We have those who in the words of Commissioner Draper believe that the high school should primarily prepare for life work and incidentally for college. III. We have those who believe that the demands of the college should be entirely disregarded and that the high school course should be designed to meet the needs of the social, industrial, and political conditions of the community where located.

The number in the first class I believe in recent years has apparently diminished while those in the third class have probably been increasing with equal rapidity.

A college education is of incalculable benefit to those who are able to apply it. While I believe that a college course will make a much more useful member of society of a very large number of individuals, yet I believe that the pursuits that must necessarily engage the great majority of American citizens are not best reached through the college, or in other words the mental calibre or physical condition of many individuals is such that an attempt on their part to acquire a college education would be a distinct loss to society since they would be of much greater use in the world if the same time were spent in acquiring skill in the trades and industries. On the other hand, I believe there would be no loss occasioned to society by the effort of any normal individual to complete the work of the high school provided its course articulated with the needs of American boys and girls in their effort to take some place in our complicated system of society, and thus raise the standard of citizenship in our great democracy which places at least some responsibility on every component unit.

Recent statistics of the bureau of education show that of the entire high school enrollment of the United States for a given year 43 per cent were in the first year, 26 per cent in the second, 18 per cent in the third year, 13 per cent in the fourth year, that 11 per cent graduated, and that only 15 per cent of the graduates entered schools of higher learning. If these facts indicate the use that is actually being made of the high school, we seem to be forced to at least take the position of Commissioner Draper that it is the duty of the high school to prepare primarily for life and incidentally for college.

We heard so much in former years of the necessity for the high school to articulate with the college, but I am rather glad to note that those who have to do with the administration of the high school curriculum are concerning themselves more about social, civic, and industrial demands; while on the other hand the colleges are hastening to make their courses articulate with that of the high school, and modifying their entrance requirements so as to admit any high school graduate who has had four

years of systematic and thorough instruction even though the curriculum did not include Latin, Greek, Trigonometry, Astronomy, or Sanskrit. It is right that the colleges should do this. This is not a lowering of their standards, but simply a broadening of their field of usefulness which will in turn bring to them sympathy and support which they have not heretofore enjoyed.

To this point Professor Wm. MacDonald in the *Educational Review*, January, 1911, says, "Unquestionably there have been disparities and mal-adjustments here that ought not to be continued. The widening range of high school studies due to the public demand that tax-supported schools shall give adequate preparation for life, together with the increasing dependence of the college upon the high school rather than upon private schools, for its students, makes imperative a broader basis of admission to college, if a gulf between the two classes of institutions is not to become fixed."

Regarding preparation for life-work then as at least the main object of the high school leads us to a consideration of the purpose of all education.

Up until comparatively recent years, our education has been copied after that of England. The purpose of education in England during the period from which we most copied was to fit a gentleman of rank for a position of leisure in society. It is surprising to see how well much of our education has worked in this direction. We are fortunately without the noble aristocracy of the old world and we have no positions of leisure in our social fabric to offer. We later hear that education is the harmonious development of the mental, moral, and physical sides of our being—very vague and indefinite to be sure. Dr. Kerschensteiner, Director of the Public School of Munich, says, "Preparation for citizenship," and someone else "Preparation for life." These purposes of education lead us to ask what constitutes good citizenship, and what is the highest aim in life?

Dr. Johnston, of the University of Kansas, after considering the changes in our social and industrial conditions that have taken place recently says that education means something today that it has never meant before. Dr. Bagley, the well-known author and educator, offers a definition which seems to meet this shifting need—"the development of social efficiency." He further says, "That person only is socially efficient who is not a drag upon society; who, in other words, can pull his own weight, either directly as a productive agent, or indirectly, by guiding, inspiring, or educating others to productive effort."

He must not only carry his own weight, and not interfere with others; but he must produce a net surplus that will contribute toward the general progress of society.

Social efficiency implies the ability to earn an honest living—the duty of such exertion as will make society better. The individual who cannot pay his legitimate expenses is surely not socially efficient. The

educated person must fill some useful place in society—must become an essential cog in our great social wheel system.

If the high school does not develop or lead to this social efficiency in its students it is not making the proper return to those who support it.

The American people have long had an abiding faith in education. Without analyzing the results, they have taken for granted that it is a good thing, and have been willing to invest more and more each year in such schools as the school officials thought best to maintain, without stopping to take stock or figure on dividends. In recent years, many on both the inside as well as the outside have begun to take reckoning with the view of ascertaining whether the direct results are commensurate with the energy and money expended. They could see that the old classic or academic course did those good stead who on leaving high school entered college or the scholarly professions; but that they constitute less than 15 per cent of those who take the course. The parents of the 85 per cent found that their children, for whom they had made sacrifices in providing the high school education, were forced to enter the vocations—become members of the great army of producers, where they, without much disposition to do so had to begin at the bottom and to their astonishment were not superior to their less fortunate neighbors.

A comparison of our State school statistics for the past five years show that, in the counties, there has been during this time an increase of only about 2.1 per cent in total school enrollment, while the number of approved high schools has increased from 29 to 56, and their enrollment from 2000 to 4335 students. This great increase, in so short a time, indicates the increasing interest that our people have in high school education.

Yet there is no department of our public school system that has been so much criticised by the public generally or about which school people themselves have felt so much uncertainty.

I think that the high school has too long been regarded as the connecting link between the elementary school and the college and university, and those who did not expect to enter college had no interest in the high school. If all, or even a majority of the students who entered the high school continued on to graduation, and then a majority of the graduates entered college or the professional schools, I would say, preparation for college should be the main work of the high school, and that the course should be academic. But this not the case.

It is agreed that the old academic course which best fits this very small percentage for college is by no means the best course for the great majority who enter the vocations directly and have immediate need for this social efficiency of which I have spoken.

The clear duty, then, of those who have to do with the administration of the high school curriculum is to make it as far as possible meet the needs of the majority.

I do not underrate the cultural value of education nor the mental discipline of certain of the older subjects of the academic curriculum;

but if we can replace wholly or in part dead languages, and some mathematics of which no use is ever made by subjects that are equally cultural and disciplinary, and which will at the same time function directly in the life and affairs of the individual, why not do so?

Commissioner Claxton says, "Culture is not so much a question of what we study as our attitude toward what we study."

I believe the traditional four years of Latin, that requires so great a struggle for its mastery, which is responsible for fifty per cent of the elimination of students during the course; and is of so little use to the high school graduate who enters the vocations directly, should give way to a strong science course, including physical geography, elementary geology, the physics and chemistry of every day things, and a practical and sensible study of plants, animals and minerals.

The laws governing these sciences touch everything with which we come in contact in daily life—the food we eat, the clothing we wear, the air we breathe, in fact everything we see, touch or handle. A broader knowledge of the sciences means a broader and more useful life.

The high school should also offer a course in manual training, developing greater skill of hand and eye; household economics, training our girls for home-making, the highest calling, the noblest profession of woman. In addition to these, our town high schools should offer a thorough commercial course for those who wish it; also courses in the trades and industries while the rural high school should have its practical course in agriculture.

In conclusion I wish to quote a few paragraphs touching my subject from a very comprehensive committee report adopted by the Department of Secondary Education of the N. E. A. at the San Francisco meeting July 11, 1911:

"It is the duty of the tax-supported high school to give every student instruction carefully designed to return to society intelligent, able-bodied, and progressive citizens. To this end certain work should be included in the course of every student whether or not he contemplates entering a higher institution. The responsibility of the high school in this matter cannot be delegated to the college because there is no guarantee that the particular student will actually go to college.

"It is coming to be recognized that in a democratic society the high school has a distinct function. The high school period is the testing time, the time for trying out different powers, the time for forming life purposes. Consequently, the opportunity should be provided for the student to test his capacity in a fairly large number of relatively diverse kinds of work.

"Mechanic arts, agriculture, or household science should be recognized as rational elements in the education of all boys and girls, and especially of those who have not as yet chosen their vocation. Under the authority of the traditional conception of the best preparation for a higher institution, many of our public schools are today responsible for leading tens of thousands of boys and girls away from the pursuits for which they are

adapted and in which they are needed, to other pursuits for which they are not adapted and in which they are not needed. By means of exclusively bookish curricula false ideals of culture are developed. A chasm is created between the producers of material wealth and the distributors and consumers thereof.

"The high school should in a real sense reflect the major industries of the community which supports it. The high school, as the logical educational institution, should reveal to boys and girls the higher possibilities for more efficient service along the lines for which their own community is industrially organized."

Ordered that the meeting adjourn.

C. H. KOLB, Secretary pro tem.

Department of Rural Education

S. D. GRAY, Montgomery County, Md., Chairman.

S. C. STULL, Frederick County, Md., Secretary.

The meeting opened with an address by Chairman S. D. Gray, of the Montgomery County Agricultural School on "Means of Awakening Interest in Agricultural Education."

MEANS OF AWAKENING INTEREST IN AGRICULTURAL EDUCATION.

By S. D. GRAY,

Montgomery County Agricultural School.

We are now entering into a new era of Agriculture after having labored for several centuries under methods established by our forefathers of several centuries ago.

What are we to do to awaken greater interest in Agriculture? That is the question. Now, what are we to do, my fellow friends, educators and experts? Well, we've simply got to stop talking so much about what we would like to do, what ought to be done, etc., and buckle down, grit our teeth and do something. That something must be of such a nature as will make the intellectual, doing class of people sit up and take notice.

In discussing this subject of Agricultural Education I want to lay especial emphasis on the Agricultural High School. This institution promises to be one of the most valuable institutions yet brought to light, for the purpose of awakening interest in Agricultural Education. The good that may be accomplished by these schools is incomparable, but in a few years they will be an absolute necessity. Bear in mind that the Agricultural High School is yet in its infancy, and that too much must not be expected of them, (but enough has been learned already to urge upon the State Boards of Education the necessity of their establishment.

We all know, or ought to know, that since the beginning of Agriculture in America over four hundred years ago, Agriculture has been

the main industry here. It is true it was begun on quite a small scale, but as the populations increased more land had to be tilled until today most of the available land has been taken up. From the very first methods of farming have been practiced that have been very disastrous to our once rich soils. Take for example much of the land east of the Appalachian Mountains from Maine to the Gulf of Mexico. In this area we find hundreds and hundreds of abandoned farms. The reason for such conditions is very plain to my reader. When these lands became unprofitable, that broad belt lying between the Rockies and the Appalachian was the next resort, but due to the rapid increase of our population and to the rapidity with which these lands have been taken up, it became necessary that better systems for farming be adopted in order to feed our people. In simpler language we must have a permanent agriculture. By this I mean, that the fertility of our lands must be increased by scientific management, that we must add to the soil fertility more than is removed by the crops grown upon them.

No amount of capital or endeavor will bring success unless intelligently directed. We must follow those methods that are sure in results with the least expenditure of time and money. Facts are facts and truth generally comes out on top, but the beginners cannot wait for the controversy to end, consequently we must point out to them proven, practical methods as far as our limitations will allow, and avoid as far as possible the purely theoretical.

Many of the current teachings perfectly true in themselves are misleading, for the reason that the novice cannot put them in their true relations or gauge their relative importance, consequently the student is often confused and discouraged.

The State Experiment Station, the Agricultural Colleges, the United States Department of Agriculture, the Farm Press, all these are doing a great work. They are emphasizing and teaching the simple practical methods with demonstrations of how to raise the largest crops at the lowest cost, and by methods that increase the fertility of the soil rather than to rot it. The work of the above institutions is supplemented by bulletins on their work all of which are very valuable. Here is where the hitch comes. The farmers to a large degree simply ignore these and keep right on as best he can in the old ruts of yesterday and the day before.

To increase the efficiency of these valuable institutions for the dissemination of Agricultural knowledge, something must be done. The demand for improvement in agriculture comes not as much from the farmer as did it from the persevering public men (the bankers for instance) who from a broader viewpoint than most farmers, saw the absolute necessity of providing new food for an increasing population, and providing it from lands that with the exception of small areas that have yet to be irrigated, were already in use.

The trouble in my opinion with the present situation, is simply the old trouble caused by the difficulty of teaching new tricks to old dogs.

In view therefore of the situation and the necessity there is only one course left for us to take, and that is to teach the necessary new tricks to the "new dogs" the younger generation, the embryo farmers.

We all have heard the cry, "what makes the boys leave the farm?" The answer is, that they were not properly trained. What was needed was early education along agricultural lines of such a character as would turn their emotions and intellects in the direction of the farm, would reveal to them its beauties and real intellectual interests as well as its mere utility.

In order to secure such an education and fit the younger generation for the farm, the establishment of agricultural courses in the public and high schools should be urged, there to be one central high school in which agriculture is taught and very elementary courses to be started in the public schools under the supervision of this central school. This school should be thoroughly equipped with modern laboratory conveniences and the best and latest text-book. Half of the time should be devoted to agriculture, the rest to English, history and other necessary subjects. The principal of this school should have an assistant, he to do most of the instructing, while the principal should spend a large part of his time planning and doing community work. There should be demonstration work on the farms throughout the country, and this to be under the supervision of the principal. Boys should be required to conduct experiments according to instructions received from the principal, and be also required to keep accurate data on work done, showing cost of production, profit, etc. Such schools are inevitable, they must come, and the voice of the progressive citizens of the country are going to have them in a short order.

In the first place the enactment of a statute making this study in the school mandatory would seem precipitous, but it is coming to that point. However, a more rational move might be to provide competent instructors. By this I mean men capable of putting into practice the doctrines they preach. This is one of the most important points toward creating greater interest in Agricultural Education. Agriculture must be taught, but the farmer has no guarantee that the subject is being taught in a practical way, and unless he has this guaranty his interest will not be made manifest, and no progress will be made in this work.

If success is to be had the interest of the farmer must be maintained, and this can only be done by convincing him by practical demonstrations that your teachings are sound and practical. Many of the Agricultural schools already started have failed or nearly so, because of the fact that many of the school boards thinking that most anybody could teach Agriculture (Elementary) in such schools placed very incompetent men and sometimes women in charge of so important a task. To secure a good man you must pay for him, and many of the school boards sufficed with men who could be obtained at a much lower salary, say \$900. These boards, however, saw their mistake and at once began to look for good men. They are getting them, and you can notice a great change. The

schools are rapidly gaining a foothold, and presently they will have accomplished their purpose.

The farming business is over throttled by sentimentality, but sentimentality does not last long and when the farmer looks out over his sun-parched fields, when he stands over the slop barrel or when he goes out to select a sound horse, cow or pig. What the farmers of the future need is scientific training, scientific knowledge, and the mental discipline and capacity to apply it. The man of wide knowledge of scientific methods, of trained capacity is the man to succeed in this work. This is the kind of Agriculture that can be taught successfully and with profit in the rural high schools, and the kind that the farmer boys will consider worth their while.

Before bringing this article to a close, I wish to tell about what we are doing and what we expect to do down here in Maryland along the line of Secondary Agricultural Education. The good work that is being done at the Baltimore County Agricultural High School at Sparks, is an excellent example of the model Agricultural School. It was from the beginning undertaken with their main object, the teaching of Agriculture and it is making wonderful progress under its able principal, Mr. B. H. Crocheron.

However, the school in Baltimore County is not the only school that is awake and doing something. There is one at Preston, Caroline County, on the Eastern Shore of Maryland, and there are two others in Montgomery County, Maryland, one being located at Sandy Spring and one at Brookville, both being located in ideal places for such work.

The Agricultural course as taught in the last two named schools has been installed only this year, and was instituted in the already existing High School at these places. It was placed in as an experiment, but from the success of it so far, and the general interest that has been shown in the work, it may no longer be regarded as an experiment. It has come to stay. As yet a full equipment has not been installed, due to lack of available space, and to various other conditions. But in another year it is hoped that the laboratories will be as good as can be had, and the equipment in every way the best to be had.

The instructor in this course has already extensive plans arranged and he expects to do some very valuable work this year. Experiments are being conducted by the boys on their home farms, and a number of demonstration plots are being conducted in co-operation with the farmers. The State Experimental Station and the Federal Department of Agriculture have offered very valuable assistance in the way of furnishing seeds, etc., and we hope to make an excellent showing this year.

The thing, and in my opinion the most important thing, I have learned in this work is, that if success is to be had a vast amount of community work must be done, and that you cannot simply tell the farmer something, but must supplement your teachings with practical demonstrations, "He's like the man from Missouri."

This was followed by certain demonstrations in Laboratory Agriculture by four students from Montgomery County Agricultural High School.

"What the Agricultural High School Means to the Future Farmers," is a paper delivered by one of the students.

WHAT THE AGRICULTURAL HIGH SCHOOL MEANS TO THE FUTURE FARMERS.

BY A STUDENT OF THE MONTGOMERY COUNTY SCHOOL.

My Esteemed Superiors, Teachers of Present and Future American Citizens, Ladies and Gentlemen:

It is with the greatest pleasure I assure you that I am permitted to express my views once. Let that one time be this occasion. Students, as a rule, are not permitted to express themselves as they sometimes wish, and often to their detriment in my opinion.

Agriculture is one of the oldest industries in existence, and is from every viewpoint the most important. It is the great creative industry, it is that industry which is at the bottom of all others, their foundation in other words.

If our population continues to increase as rapidly as at present, and if the systems of farming now in operation are not changed for the better, what will become of the American people? We will no longer be the greatest Agricultural Nation, and in short, conditions here will be similar to those in China; famine after famine, etc.

But, my friends, such will not be the case, it cannot, for the younger generation will not stand for it. You will say, "What are you going to do to prevent it?" In answer let me say, Something is already being done. The movement well begun in Baltimore County and Montgomery County two years ago, and although they are yet in their infancy, enough has been done to thoroughly convince those under whose observation the work of the Agricultural High School has come, that the Agricultural High School is to be the savior of our country agriculturally. Because what has been learned about the science of Agriculture is placed right before the rural people, and in such a form that anybody can understand it, and cost them nothing.

The Department of Agriculture, State Station, Farm Press have done all they could to better conditions, but they are too remote. They are given the go by, and the farmer keeps right on in the old ruts. Here is where the Agricultural High School masters the difficulties. Being right among the rural people, it necessarily demands their attention, and the fundamental principles of Agriculture are taught to the young embryo farmer (the future backbone of the country).

What is the result? Why, instead of seeking employment in offices, his mind is turned in the direction of the farm, its beauties and real intellectual interests are revealed to them as well as its mere utility.

Before concluding my short talk I will say just a word more. The boys attending the Agricultural High School in Montgomery County are

just wrapped up in the course, they are showing every interest and if such is the case in other places where Agriculture is taught, I think I am quite safe in saying or prophesying that if the country and State do their part in fostering this new work, that there need be no fear of agricultural famine in Dear Old Maryland.

Mrs. H. D. Patterson, of College Park, then addressed the Rural Section on "How to Teach Home Economics in the Rural Schools."

HOW TO TEACH HOME ECONOMICS IN THE RURAL SCHOOLS.

BY ELIZABETH H. PATTERSON.

What is Home Economics? In the mind of many persons home economics or domestic science, as it is sometimes called, is cooking and sewing. This is due to the fact that a large amount of the work done in domestic science has been along these two lines. But home economics does not mean cooking and sewing alone any more than the word agriculture would be limited to dairying and poultry raising. It is the science of the management of home affairs and covers everything that enters into the making and sustaining of a home. It includes the plan and structure of the house, its finishing, furnishing, surroundings and sanitary care, the water supply, disposal of waste, heating, lighting and ventilation, the planning of work and labor saving devices, the cooking and serving of meals, the care of the child physically, mentally and morally, the economic division of income, dietetics or the planning of meals so as to furnish the proper food in the proper proportions. How few know that one class of foods build muscle and tissue, that another class furnishes energy for work and another gives heat for the body, that the growing child needs different food from the adult and that a diet wrongly proportioned will produce under-nourished children or disease. All this is home economics. It is really applied chemistry, physics, bacteriology and physiology. It seems hardly necessary to ask whether girls ought to be taught these things. No one would question whether a lawyer should study law before he is admitted to the bar, or whether a doctor should study medicine before he practices. The profession of home-maker and motherhood is the only one for which no study and preparation has been required. Yet the home is the most important institution in our country and the welfare of the nation depends on its efficiency. No education for women is complete whether it be college, high school or grade school, that does not contain the training for the home.

We must have it in the grade school, for over 80 per cent of the children leave school before reaching the high school, and in order to reach the majority of home-makers in the country the work must be begun here.

It is comparatively simple to teach home economics in the city school. Conditions are such that it is possible to have a specially trained teacher for the work and a well equipped laboratory, kitchen or model house. But in the country the work as carried out in the city is impossible. Our country children, however, need this and must have it. In a few of our progressive rural sections, where the schoolhouses are accessible to one another by steam roads, trolley or good highways, it is possible to have a special teacher going from one school to another to give the lesson, but in most rural sections this is not practicable, and the lesson must be given by the already overworked local teacher. This seems an almost impossible task, but if the matter is carefully considered and understood it will be found to be possible.

In the first place, the subject most necessary to be taught in the rural sections is different from that most needed and usually taught in the city, namely cooking which requires a good equipment. The country child will learn more about cooking at home than the city child, because she will have more of it to do and because the average country woman is a better cook than the average city woman. The underlying principles of cooking, however, are important and can be taught with very simple apparatus and experiments. The greatest need of the rural section, however, is information on sanitary questions. In the city the Health Department looks after the water supply and disposal of waste, comes in close contact with disease and contagion and conducts active campaigns for teaching the public in all health matters. In the country each one is practically a law unto himself. The old-fashioned privy and neglected manure pile is usually considered a necessary adjunct instead of an inexcusable negligence, and becomes a menace to health by polluting the soil, well or spring. The fly, which breeds in these places, and is therefore more abundant in the country than in the city, may spread contagion and filth to neighboring farms. No wonder typhoid fever is a rural disease. Dietetics, or the planning of meals, is another subject of great importance in the country. The average farmer's wife does not understand the balancing of a meal, though all progressive farmers know that animals must have well balanced rations in order to do good work, and that plants must have the proper plant food supplied in the proper proportions in order to grow well. These subjects, together with a knowledge of hygiene ventilation and the value of sunlight, are the needs of the country home and school.

All schools study physiology and hygiene and many of them simple science. Taking these as a basis and illustrating with a few simple experiments a teacher who has prepared herself in home economics and knows the subject can teach all the essential fundamental facts without adding to her work. It is simply applying and vitalizing the regular school work. Let the viewpoint be that of the home. The problems in mathematics can be the problems of the farm and home, instead of the commercial work. Geography and Nature Study can be taught with our food supplies and wearing apparel as the point of contact.

The subject of ventilation can be vividly taught with very simple apparatus. Light a small piece of candle and put a lamp chimney over it allowing a space at the bottom to provide for entrance of air; the candle burns well; cut off the supply of oxygen from the bottom and the candle burns poorly, with a long smoky tip. Now raise the chimney again admitting air, but close the opening at the top. The candle will soon go out and a lighted taper inserted in the chimney will be put out by something that has collected there, a product of the burning or combustion. This product is carbonic acid gas or CO_2 , and is poisonous to the candle. To show the relation between this and the process of breathing, put the candle in a tumbler, light and cover the top. It will soon be extinguished. Then pour into the glass and shake a little lime water, which was clear in the bottle but become cloudy in the glass. The CO_2 that was thrown off from the burning candle caused this cloudiness. Now put a little lime water in another tumbler and breathe into it several times. It becomes cloudy. Something from the lungs has caused this.

There is the same thing going on in the body as you see when the candle burns. The oxygen in the pure air we breathe unites with the food we eat and a slow combustion results. Heat is formed and the CO_2 is thrown off. Remember that CO_2 was poisonous and prevents combustion in the candle. So if the air we breathe has been breathed before and is filled with CO_2 , it is poisonous to us, and drowsiness and headache result and the body is not able to do its full work.

We take into our lungs about a pint of air with each breathe throwing out the same amount of impure or dirty air, and we breathe about seventeen times a minute. With such an experiment as this the child can quickly be taught the importance of good ventilation and the proper way to ventilate. King's book on ventilation will greatly aid the teacher in preparing this work.

Other lessons on sanitation can be illustrated by dust gardens. These are sterilized petri dishes containing agar. It is a simple inexpensive apparatus, but could not be prepared by an amateur. I am sure, however, that if it was desired to use them in the schools, arrangements could be made with the Maryland Agricultural College or Experiment Station to prepare them. These dishes are opened and exposed to the dust in the air in a room for ten minutes, one before sweeping and one after sweeping. The dishes are then closed and put in a warm dark place to allow any micro-organisms that were clinging to the dust that fell on them to develop. If there is life in these spores or seeds and they have proper environment, namely, right soil, warmth and moisture, they will grow, just as good seed will grow in a garden. Although nothing showed on the plates at first, after several days interesting growths of mold and colonies of bacteria appear. The children will be interested to know of these organisms, what good some of them do in the world and what harm some of them do us, how they spoil our food or cause disease. The value of fresh air and sunlight can be impressed and valuable, practical lessons

given on purity of water supply, sanitary disposal of waste, prevention of disease, especially tuberculosis and typhoid fever, cleanliness of person and home and principles of canning and preserving. Colmis "Bacteria, Yeasts and Molds in the Home," will help the teacher in preparing these lessons. There are many other simple books on bacteriology that would be helpful.

Many other subjects that would help in making better rural homes can be taught to our children with simple equipment, and the time will soon be here that no school work will be complete without it.

Miss Letitia Wier, of Baltimore, Maryland, then read a paper on "Practical Dietetics in Public Schools."

PRACTICAL DIETETICS IN PUBLIC SCHOOLS.

BY LETITIA E. WIER,

Department of Home Economics, Baltimore County Schools.

Before a physician prescribes the remedy he diagnoses the case, and then he expects definite results from his treatment. It seems to me some of our courses in home economics are more like patent medicines, given with no knowledge of the real need to be met, but warranted to cure all ailments. Would it not be better to study the problems of the woman in the home and from that knowledge plan the course

After some study of individual homes where outside aid has been necessary to prevent the complete disintegration of the family life in which opportunity was given to know intimately the home problems, the conclusion has been reached that the great weakness is the lack of knowledge in the essentials of home-making:

1. Selection, care and cooking of food.
2. Buying or marketing.
3. Feeding of children.
4. Planning meals.
5. Lack of variety.
6. Excess of meat.
7. Substituting cheaper nutritious food for more expensive.
8. Keeping household accounts. Isn't it strange that while arithmetic has been emphasized so much, no application is made by women in household or personal accounts? There is a great need of training here.
9. Food for the sick or special diets.

In many instances where the income is sufficient, help is needed in rearranging the family budgets. Many of the children are anemic, not always due to lack of food, but badly selected food. Milk is considered a luxury rather than an essential food for children.

In view of the facts given, it seems to me that planning a course in home economics is a serious matter and not to be entered into lightly, but with a definite aim in view.

METHOD.

In all of the lessons the principles involved are emphasized. The practical cooking from which the principles are learned are important, but are means rather than ends. I may teach a pupil how to cook an egg perfectly, so that she will forever cook it right, but if the lesson ends there, it has been a great failure—the point of the lesson has been lost. Why is it necessary to cook eggs at low temperature? By comparing those boiled with the ones cooked below the boiling point we can show the difference. The former is tough, therefore, more indigestible, the latter is soft and smooth. The egg belong to the protein group, so that we have learned the principle of cooking all proteins. Later when we cook meat, milk, cheese, etc., other protein foods, we shall have the principle to guide us. Simple tests are given that we may recognize the class of food. The nutritive value and cost are discussed. In like manner all the food principles are studied and applied practically until the pupils know the food ust as well as they do the fundamental principles of arithmetic or the alphabet. Not a vague, "I think," but the definite, "I know" is the kind of knowledge that gives power.

In the elementary schools simple meals, breakfast, dinner, lunch or supper are planned, prepared and served. In the high schools the caloric requirement of the family must be met, and in all of this work the aim is to have attractive, nutritious meals at least cost low-cost dietaries, special diets and invalid cookery are taught. The care and feeding of children is emphasized.

Mr. C. H. Lane, Representative of the U. S. Department of Agriculture, then delivered an address on "The Rural School of Today and Ten Years Hence."

THE RURAL SCHOOL OF TODAY AND TEN YEARS HENCE.

BY C. H. LANE,

U. S. Dept. of Agriculture.

When asked to prepare this paper it was only natural to look back on my own experience as it was spent in the country school. And I thought of my different teachers and as I run over them in my own mind, and as they pass in review I see their methods and plans, the physical condition of the school plant, and I wonder that so many have made some degree of success in life.

The country schools are the poorest schools in our system of education and it is therefore only necessary for me to point out some of their most glaring defects as a basis for considering what the county schools should be ten years hence:

1. Small schools of one teacher, the teacher having more classes than she can teach effectively.
2. Too frequently changing of teachers.
3. Make-shift houses and inadequate equipment.
4. Courses of study out of sympathy with country conditions.
5. Short terms.
6. Lack of interest on the part of the public.
7. The inability of school officials to secure the services of competent teachers for *isolated* one-room country schools.

The rural school should function so satisfactorily and effectively for rural life that the tendency among boys and girls educated therein should be to remain on the farm. This may be brought about by:

1. Beautifying the school grounds. What is needed at present is to set out trees, vines, shrubbery, flowers, etc., and train school children to care for them. The average school premises should be as good as the best farm home of the district. The county superintendent must have some definite idea of what to plant and how to plant and thereby aid his teachers along this line. The distaste many boys have for farm life may be traced to the depressing influence of treeless, barren, and dreary school grounds where these same boys get their only education so far as books are concerned. In such schools there is nothing in the regular work of the school that has a tendency to quicken the children to an appreciation of the beautiful in country life.

The interior of the one-room school is to be made more attractive with good pictures and harmonious colors in woodwork, shades and curtains. This will be brought about through the influence of picture study in connection with the course of study, art books in the libraries and art exhibits at the teachers' institute.

There is a tendency now to construct buildings that are modern, sanitary, comfortable, and as we have already shown, attractive. The school room must be equipped for doing good work by furnishing a case of maps, a dictionary, organ, library, single desks, slate blackboard, stove with a jacket, etc. Give to the children of every country district as good a room in which to work as we have attempted to describe, along with a normal trained teacher and a nine months' term of school and not so many farmers will dig up the farm home and take it to the city to educate the children.

In addition to the three P's in rural education, which mean paint, pictures, and planting, we must provide accessible play grounds and sufficient acreage for agricultural teachings. Country children do not play enough. Moreover, their few games are strongly individualistic, training them for isolated effort rather than for co-operation. The country school house and grounds should exert a spiritualizing influence in country life. To this end parent-teacher associations should be organized.

2. The course of study for the country child will be revised, vitalized, and more closely related to the life of the farm and to life's needs.

This will be brought about by correlating the English with nature study and agriculture, the use of text-books in arithmetic dealing largely with quantitative aspects of rural life and the study of the soil, plant and animal life, which will make a richer course in home geography when we eliminate some of the mathematical and foreign geography.

3. The country child is entitled to as good an educational opportunity as that afforded to the most favored city child now attending the American public school. To secure this equality of educational opportunity for the country child in a country school, the country people must spend more money on the country school and spend it in a better way. This being true the one-teacher schools must be largely abandoned and schools with three or four or five rooms, with transportation facilities provided at strategic and easily accessible points. With the establishment of rural high schools and State normal schools in successful operation, the time has come when boards of education can consistently demand trained teachers, and can make a minimum scholastic requirement of four years' high school work. The normal school course and those for teachers in high schools should be adapted to the training of rural teachers. The normal schools and the high schools will defeat the very purpose of their establishment unless they make some direct contribution to the rural elementary schools.

At least one demonstration farm should be connected with one of the rural high schools. The agriculture and home economics departments in this school should be thoroughly organized and as well equipped as any of the other departments of the school.

There should be some phase of agricultural club work for both the boys and girls in every rural high school. The aim now in rural education is to improve the education environment of the country child so that he will crop "the odours and the sounds of the country" as well as crop hogs and corn. Such an experience as the writer in *Adventures in Contentment* enjoys, "So I look across the countryside; a group of elms here, a tufted hilltop there, the smooth verdure of pastures, the rich brown of new-plowed fields—and the odours, and the sounds of the country—all cropped by me."

It is my firm belief that the rural school will come into its own largely through the frequent, persistent, and competent supervision of the county superintendent serving for a number of years, engaged in no other occupation, chosen because of fitness and not necessarily a resident of the county when elected. The county superintendent should have an assistant having special charge of agricultural and home economics work. There should also be an elementary school inspector in each grade division, to work with and under the general direction of the State superintendent.

Community co-operation is increasing, not only by sympathy and financial support, but by active participation in the school activities. The school is for the whole community, adults, as well as minors. It makes contribution to the economic, industrial, and social life of all the people, as well as to their intellectual life. When it does it will become

the center of community life and its efficiency will no longer be in question.

The value of medical inspection has been demonstrated wherever tried. A State-wide law is necessary, which counties can put into operation as fast as conditions warrant.

Surely such movements as Outdoor Art for School and Home; Indoor Art for School and Home; Traveling Libraries; Agricultural Education in the way of Home and School Gardens; crop production contests; Work of Girls in Homemaking; Boys' Club Work; the influence of the Farmers' Institute; Household science associations; the growth and development of the Grange; and Consolidation of Schools—surely will such movements as these result in a more satisfying country life. It must be so.

The meeting then adjourned until Thursday, June 27.

(Signed) S. C. STULL,
Secretary.

THURSDAY, JUNE 27.

The meeting opened with an address by Chairman S. D. Gray on "Progress of Agricultural High Schools in Maryland."

This was followed by an address by Professor H. J. Patterson, of College Park, Maryland, on "The Kind of Education We Need in Our Rural Schools."

W. T. L. Taliaferro, of College Park, Maryland, then spoke on "How a Knowledge of Live Stock May Be Taught in Our Rural Schools."

A Symposium of Rural School Experiences was then given by

E. B. Fairson, Roslyn, Maryland;

Mrs. Isabel Jones, Brighton, Maryland;

R. H. S. Reich, La Plata, Maryland.

Mrs. Jones' paper is given below:

PROBLEMS OF THE RURAL SCHOOL.

BY MRS. ISABEL JONES.

The problems of the rural school teacher are many and varied, and chief among them is, how in the time allotted to put before the pupils in the best possible manner and method, all of the subjects of the seven different grades which she is required to teach. Any teaching that does not train Perception, Memory, Imagination, Understanding and Attention is not true teaching. All such training should begin in the first grade. I have found that committing to memory some good poem at regular intervals is of much value in memory training, also require them to commit

extracts of prose and poetry, the words of all the songs that they sing; and it is surprising how easy it becomes to them, when they are accustomed to it (of course this means repetition, but teaching is repetition). This can be included in the opening exercises and not take more than ten minutes. The power of the memory (properly trained) is absolutely limitless. In teaching the first grade I find that by using the "Ward Method," the pupils are more interested than formerly, because they are getting something concrete, they see the words and know them; they see the pictures of the different boys and girls in the "Red Primer," (as they call it) and feel as if they are reading a story about them.

In teaching primary grades the use of script in the beginning is very helpful to the teacher as well as pupil; the children have no difficulty in making the transition from script to print. One of the little ones thus expressed it, "Script is what I write on my slate, print is what I read in my 'Red Primer'." Teachers should keep a record of the bright sayings of these little ones, for they are the bright spots in the day's work. In teaching number use any means possible that comes to hand (I mean, of course, after number has been taught in the concrete), teach by number on the pages of the book, on the calendar, blackboard and so on, this I mean outside of regular classes; keep the subject before them constantly in some way, and if they are sent to school regularly they will surely learn. In teaching other grades, if one grade is strong and the next higher grade weak, it is well to consolidate, especially in fifth and sixth grades. Consolidate spelling and reading classes whenever possible, this will save time, and time is a problem of the rural teacher. The consolidation of classes enables the teacher to cover more ground, and consequently to repeat. Review work constantly and have a test once a month; this means work, but work often reduces discipline to a minimum.

As to discipline, I have never thought much about it. I have been so busy and the children have been so busy we have not had much time to misbehave. Of course, we cannot do good work without order, but do not let discipline be a bugbear, and always remember that the severity of punishment is not as important as the certainty of it.

If a child is sure of being punished he is not likely to often break a rule. And always keep at work it shortens hours for both teacher and pupil; but, be sure and make the children do the work, do not do it for them. I will go back and say do not understand me as belittling discipline, I only mean do not let it begin with a big "D," for if you do you will surely sometimes make issue of trivial things, and this marks a teacher as lacking judgment. Let us try to construct our rural school along sane and natural lines, and though the rural school is not conducive to romance, still "We will see visions and no power on earth can hinder us," and always we begin with a vision of an ideal school. Hold to it always teachers, we may never reach our ideals, but our schools will be better for having them, but always remember that we cannot achieve any thing worth while without systematic, well organized work. Our rural

schools need the best teachers that can be procured, and I think the most valuable training for a teacher can be found in such schools. I have been so fortunate as to know a number of people who attended the rural schools of seventy years ago, and I have been surprised at the depth of their information, and breath of view. On inquiry I have found that their teachers were graduates of Dublin University. One "Cahill" seemed to stand for them for all that was wise and good. This same "Cahill" was one of the first instructors of the old Brookeville Academy, now Brookeville High School. I mention this merely to show that the "best" is not too good for the "Rural School." The rural school is with us to stay, for a while at least, and while with us we must do the best we can with it.

Our commissioners and superintendent do much for us, but after all *we* have to work out our own salvation. I know that it is considered more dignified (especially by the young) to be pointed out as one of the teaching corps of the high school, but their work is not more important than that of the rural teacher's. Each high school teacher represents one of a whole, "The Rural Teacher Represents The Whole."

I forgot to mention that algebra should begin in the seventh grade and work to factoring. This gives a good start in the eighth grade.

I have never had time or space for a school garden, but I have tried to instil in the minds of the pupils a respect for trees, and we have now growing in the school yard fifteen young hickory trees, of course, this has meant more work, but—

"This is the Gospel of Labor,
Ring it, ye bells of the Kirk,
The Lord of Love came down from above
To dwell with the men who work."

The meeting then adjourned.

(Signed) S. C. STULL,
Secretary.

SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

HAVE BEEN HELD AS FOLLOWS:

1.

1866. Western Female High School, Baltimore.
President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.

2.

1867. St. John's College.
President, Thomas D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.

3.

1868. Western Female High School, Baltimore.
President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

4.

1869. Western Female High School, Baltimore.
President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary, William Wardenburg.

5.

1870. Hall, House of Delegates, Annapolis.
President, J. C. Welling, Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

6.

1871. Eastern Female High School, Baltimore.
President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

7.

1872. Court House, Frederick City.
President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.

8.

1873. Lyceum Hall, Hagerstown.

President, James M. Garnett; Treasurer, Alexander Hamilton;
Recording Secretary, A. F. Wilkerson.

9.

1874. Western Female High School, Baltimore.

President, D. A. Hollingshead; Treasurer, Alexander Hamilton;
Recording Secretary, A. F. Wilkerson.

10.

1875. Cumberland.

President, William Elliott, Jr.; Treasurer, Alexander Hamilton;
Recording Secretary, A. F. Wilkerson.

11.

1876. City College, Baltimore (one day during N. E. A.).

President, James L. Bryan; Treasurer, Alexander Hamilton;
Recording Secretary, A. F. Wilkerson.

12.

1877. Easton.

President, James L. Bryan; Treasurer, Alexander Hamilton;
Recording Secretary, A. F. Wilkerson.

13.

1878. City College, Baltimore.

President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

14.

1879. Court House, Hagerstown.

President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

15.

1880. Ocean City.

President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

16.

1881. Frederick.

President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

17.

1882. Cumberland.

President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

18.

1883. Ocean City.

President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

19

1884. Ocean City.

President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

20.

1885. Deer Park.

President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

21.

1886. Blue Mountain House.

President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.

22.

1887. Hygeia Hotel, Old Point, Va.

President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.

23.

1888. Mountain Lake Park (with West Virginia Association).

Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson.

24.

1889. Blue Mountain House.

President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson.

25.

1890. Bay Ridge.

President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson.

26.

1891. Ocean City.

President, John E. McCahan; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

27.

1892. Blue Mountain House.

President, James A. Diffenbaugh; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

28.

1894. Annapolis.

President, Wilbur F. Smith; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

29.

1895. Blue Mountain House.

President, M. Bates Stephens; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

30.

1896. Deer Park.

President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

31.

1897. Blue Mountain House.

President, E. B. Prettyman; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

32.

1899. Ocean City.

President, John T. White; Treasurer, Alexander Chaplain;
Recording Secretary, A. F. Wilkerson.

33.

1900. Chautauqua Beach.

President, L. L. Beatty; Treasurer, John E. McCahan;
Recording Secretary, A. F. Wilkerson.

34.

1901. Blue Mountain House.

President, Edwin Hebden; Treasurer, John E. McCahan;
Recording Secretary, A. G. Harley; number of members, 157.

35.

1902. Ocean City.

President, F. Eugene Wathen; Treasurer, John E. McCahan;
Recording Secretary, A. G. Harley; number of members, 166.

36.

1903. Ocean City.

President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.

37.

1904. Ocean City.

President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 196.

38.

1905. Blue Mountain House.

President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.

39.

1906. Ocean City.

President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 358.

40.

1907. Jamestown Exposition.

President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.

41.

1908. Ocean City.

President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.

42.

1909. Mountain Lake Park.

President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.

43.

1910. Ocean City.

President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.

*Succeeded Mr. George Biddle, deceased.

44.

1911. Braddock Heights.

President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 789.

45.

1912. Braddock Heights.

President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.

MEMBERSHIP MARYLAND STATE TEACHERS' ASSOCIATION

The records for 1912 show an enrollment of 955, the membership being distributed as follows:

Allegany	30	Kent	8
Anne Arundel	11	Montgomery	109
Baltimore City	64	Prince George's	8
Baltimore County	23	Queen Anne's	20
Calvert	1	St. Mary's	21
Caroline	11	Somerset	2
Carroll	26	State Board	10
Cecil	26	State Normal	16
Charles	6	Talbot	53
Dorchester	7	Washington	128
Frederick	320	Wicomico	8
Garrett	5	Worcester	3
Harford	12	General List	11
Howard	16		

Maryland State Teachers' Association.

MEMBERS FOR 1912.

ALLEGANY COUNTY.

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|--|---|
| 1. Arthur F. Smith, 324 E. Main St., Lonaconing. | 14. R. F. Chaney, Frostburg. |
| 2. Mary J. Rank, 142 Loo St., Frostburg. | 15. Miss N. McCulloh, Frostburg. |
| 3. O. H. Bruce, Westernport. | 16. Anna Hanson, Frostburg. |
| 4. Lula Seifarth, 246 E. Main St., Frostburg. | 17. Stella Hosken, Frostburg. |
| 5. Lillie Compton, 4 Browning St., Cumberland. | 18. John E. Edwards, Cumberland. |
| 6. Nellie V. Boward, 9 Independence St., Cumberland. | 19. P. O'Rourke, Frostburg. |
| 7. Williet Houck, 107 Bedford St., Cumberland. | 20. Marguerite Oder, Frostburg. |
| 8. Olin R. Rice, Frostburg. | 21. Dora Richards, Ellerslie. |
| 9. Dr. Samuel A. Baer, Frostburg Normal School, Frostburg. | 22. Elva Thomas, Frostburg. |
| 10. Lillie Aspinall, Frostburg. | 23. Hazel Oder, Frostburg. |
| 11. Aggie T. Davis, Frostburg. | 24. Hazel Jones, Lonaconing. |
| 12. Mrs. Effie B. Thomas, Frostburg. | 25. Carolyn Jones, Lonaconing. |
| 13. Mrs. M. Alie Kearsing, Frostburg. | 26. O. B. Boughton, Frostburg. |
| | 27. Martha J. Thomas, Lonaconing. |
| | 28. Lena Gertrude Roling, Cumberland. |
| | 29. A. C. Willison, Cumberland. |
| | 30. Grace H. Dando, 97 Hill St., Frostburg. |

ANNE ARUNDEL COUNTY.

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|-----------------------------------|--------------------------------------|
| 1. Rebecca Parsons, Millersville. | 7. F. Elsie Israel, Birdsville. |
| 2. Marie Jacobs, Odenton, R. D. | 8. Verena L. DuLaney, Woodwardville. |
| 3. Ira Jacobs, Odenton. | 9. Harriett Luhn, Annapolis. |
| 4. E. A. Drury, Annapolis. | 10. Dr. Thomas Fell, Annapolis. |
| 5. Sophie Kolb, Galloways. | 11. Margaret H. Hall, Annapolis. |
| 6. Dr. Samuel Garner, Annapolis. | |

BALTIMORE CITY.

1. Dr. R. Berryman, Station D., Baltimore.
2. Susie S. Boulden, 839 Aisquith St.
3. Dr. E. F. Buchner, Johns Hopkins University.
4. The Dulany-Vernay Co., 339-341 N. Charles St.
5. J. Montgomery Gambrill, 2102 Chelsea Terrace.
6. Martha J. S. Richmond, School 55.
7. B. E. Fleagle, Baltimore City College.
8. George R. Ellsler, 711 E. 21st St.
9. Charles F. Raddatz, Baltimore City College, Howard St.
10. Edward Reisler, 3405 Walbrook Ave. (Polytechnic Institute.)
11. Lydia Spence, 626 S. Paca St.
12. Agnes Bandel, 102 W. 27th St.
13. Rosa Baldwin, 1615 Linden Ave.
14. John I. Elliott, 25 W. Fayette St. (Remington Typewriter Co.)
15. Emily E. Lantz, 1706 St. John St.
16. Miss E. W. Spalding, 25 W. Fayette St. (Remington Typewriter Co.)
17. Rosella Bach, 25 W. Fayette St. (Remington Typewriter Co.)
18. Mary P. Farr, Enoch Pratt Library.
19. J. E. Nunn, Myer & Thalheimer, Howard and Baltimore Sts.
20. Lillie M. Rusk, 174 N. Caroline St.
21. Helen Cohen, 2110 Callow Ave.
22. Mary J. Conlon, 518 N. Carrollton Ave.
23. Martha Stromberg, 2339 Madison Ave.
24. Dorathy Bachman, 1322 N. Central Ave.
25. Blanche Baker, Howardville.
26. Julia Quirk, 1430 N. Eden St.
27. Margaret Madison, 1739 E. Pratt St.
28. Jennie Reizenstein, 828 W. North Ave.
29. Julia Brownold, 2241 Madison Ave.
30. Flora Thalheimer, 2333 Madison Ave.
31. Helen Stromberg, 2339 Madison Ave.
32. Florence Stromberg, 2339 Madison Ave.
33. Martha Dittus, 1734 McCulloh St.
34. Fannie Driscoll, 14 Augusta Ave.
35. Mollie Phillips, 302 E. Lafayette.
36. Rosina Joseph, 1513 Eutaw Place.
37. Marie Hofmann, 1611 W. North Ave.
38. Eleanor Johannes, 941 Mount St.
39. Emma Lohrfink, 510 E. 21st St.
40. Miss A. R. Stewart, 114 W. 23rd St.
41. Thomas C. Bruff, Towson.
42. Charles Byrn, 714 Reservoir St.
43. George H. Rowe, H. M. Rowe Co., 21 W. Fayette St.
44. Mrs. J. Thatcher, Govans.
45. Martha S. Pope, Friends' School.

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| 46. Adele Talbott, Pron. School No. 6, 1917 Park Ave. | 55. Mrs. M. A. Newell, 1533 Linden Ave. |
| 47. James T. Quinlan, 12 W. Camden St. | 56. H. E. Buckholz, 19 W. Saratoga St. |
| 48. Walter R. Gale, 242 W. Lanvale (Baltimore City College). | 57. Cora Tall, 827 Hamilton St. |
| 49. H. M. Rowe, Jr., 21 W. Fayette St. | 58. Dr. Frank A. Manny, 614 Bolton St. |
| 50. C. E. Turner, Dulaney-Vernay Co., 339 N. Charles St. | 59. T. L. Gibson, 3004 Clifton Ave. |
| 51. Mr. Holger, 203 N. Liberty St. | 60. Alice J. DuBreuil, Eastern High School. |
| 52. G. Fred Holger, 203 N. Liberty St. | 61. R. M. Browning, 21 W. Fayette St. |
| 53. S. K. Collier, (Underwood Typewriter Co.,) 27 W. Fayette St. | 62. James Vernay, 339 N. Charles St. |
| 54. John M. Dulaney, Myer & Thalheimer Co., Howard and Baltimore Sts. | 63. Mary E. Holmes, 521 N. Carey St. |
| | 64. J. Fred Holzer, 203 N. Liberty St. |

BALTIMORE COUNTY.

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|--|------------------------------------|
| 1. Ella L. Smith, 2032 Linden Ave., Baltimore. | 11. E. B. Faison, Roslyn. |
| 2. H. H. Murphy, Glyndon. | 12. Kitty Fite, Roslyn. |
| 3. Minnie Gerwing, Catonsville. | 13. C. A. Spurrier, Hillsdale. |
| 4. Georgia T. Hall, Orangeville. | 14. Supt. A. S. Cook, Towson. |
| 5. Lida Lee Tall, 300 N. Charles St., Baltimore. | 15. Mrs. A. S. Cook, Towson. |
| 6. Lillian M. Smith, Halethorpe. | 16. Clara S. Dobbins, Govans. |
| 7. M. Anna Smith, Halethorpe. | 17. Emily Barnes, Hamilton. |
| 8. Daisy Turner, Prince Frederick, Calvert County. | 18. Sarah Williams, Hamilton. |
| 9. Howard C. Hill, 805 Arlington Ave., Govans. | 19. Lydia Fitzell, Sparrows Point. |
| 10. R. E. deRussy, Sherwood. | 20. Annie Grace, St. Helena. |
| | 21. John Arthur, Fork. |
| | 22. Reister Russell, Reisterstown. |
| | 23. John T. Hershner, Towson. |

CALVERT COUNTY.

1. Sarah L. Gray, Prince Frederick.

CAROLINE COUNTY.

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|----------------------------------|------------------------------------|
| 1. Ethel P. Cade, Ridgely. | 7. Edward E. Nuttle, Federalsburg. |
| 2. J. Walter Huffington, Denton. | 8. E. M. Noble, Denton. |
| 3. Arthur L. Greenwood, Denton. | 9. W. W. Seward, Ridgely. |
| 4. Lora A. Lynch, Ridgely. | 10. A. W. Sisk, Preston. |
| 5. Emily C. Pearce, Denton. | 11. O. P. Simmons, Greensboro. |
| 6. Mary E. Raughley, Denton. | |

CARROLL COUNTY.

1. Rose A. McCall, care of George F. Morelock, Westminster.
2. Eliza Rakestraw, Union Bridge.
3. E. A. Hidey, Westminster.
4. W. W. Jenkins, Westminster.
5. Bessie McCaffrey, Westminster.
6. M. Catherine Fiscel, New Windsor.
7. Ida F. Lockard, Westminster.
8. Ruth Reese, Westminster.
9. M. E. Manahan, Westminster.
10. Nettie A. Whitmore, Westminster.
11. Evelyn J. Rinker, Westminster.
12. George F. Morelock, Westminster.
13. Charles Reed, Westminster.
14. Carrie E. La Motte, Manchester.
15. C. L. Weaver, Middletown, Frederick County.
16. E. Stanley Bowlus, Middletown, Frederick County.
17. Mary E. Rower, Westminster.
18. Ethel B. Manahan, Westminster.
19. Lillian Trayer, New Windsor, R. D. No. 2.
20. W. M. Penn, Mt. Airy.
21. J. A. Langdon, Myersville, Frederick County.
22. L. D. Reid, Taneytown.
23. Mrs. Ida P. Stabler, Westminster.
24. Jennie Selby, Mt. Airy.
25. James Widdowson, Westminster.
26. Mary V. Manning, 231 E. Main St., Westminster.

CECIL COUNTY.

1. Lera White, Rising Sun, R. D.
2. Stella M. Bishop, Chesapeake City, R. D.
3. Helen H. Windle, Chesapeake City.
4. Helen Davidson, Chesapeake City.
5. Miss Carrie P. Wright, Chesapeake City.
6. Ella Cannan, Town Point.
7. Mary H. Cooper, Chesapeake City.
8. Sadie Nicoll, Chesapeake City.
9. Minnie B. Bouchelle, Elkton, R. D.
10. Mary Emily Clark, Cecilton.
11. Frances M. Cleaves, Elkton.
12. Adelaide C. Ford, Elkton.
13. Theodore W. Currier, Perryville.
14. Emily E. Moore, North East.
15. Bessie W. Squier, Port Deposit.
16. M. Lidie Stewart, Rowlandville.
17. A. Arline Atkinson, Rising Sun.
18. Supt. W. D. Bratton, Elkton.
19. Mrs. W. D. Bratton, Elkton.
20. Arthur Harvey, Childs.
21. Wilmer J. Falls, North East.
22. Dr. J. H. Jenness, Rising Sun.
23. Caroline W. Stump, Perryville.
24. Alfred B. McVey, North East, R. D.
25. Mrs. Hugh W. Caldwell, Chesapeake City.
26. Hugh W. Caldwell, Chesapeake City.

CHARLES COUNTY.

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|---------------------------------|------------------------------|
| 1. John R. Cooksey, Cooksey. | 5. Mrs. G. M. Gardiner, Wal- |
| 2. Helen C. Huges, Hugessville. | dorf. |
| 3. M. R. Stone, Faulkner. | 6. Ella C. Wade, LaPlata. |
| 4. R. H. Lee Reich, LaPlata. | |

DORCHESTER COUNTY.

- | | |
|------------------------------|---------------------------------|
| 1. Frances A. Matthews, West | 4. Nellie Reed, Reeds Grove. |
| End Ave., Cambridge. | 5. Mrs. Annie Taitt, Cambridge. |
| 2. Blanche P. Matthews, West | 6. Sadie E. Wall, Cambridge. |
| End Ave., Cambridge. | 7. Perla Hooper, Vienna. |
| 3. J. L. Kerr, Cambridge. | |

FREDERICK COUNTY.

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|----------------------------------|-----------------------------------|
| 1. John S. Newman, School Com- | 21. Adam Roser, Woodsboro. |
| missioner, Frederick. | 22. C. N. Frushour, Myersville. |
| 2. Philip Francis Lee, School | 23. Littleton C. Fox, Lewistown. |
| Commissioner, Araby. | 24. Chester G. Clem, Frederick. |
| 3. A. W. Nicodemus, Jr., School | 25. Sadie C. Hahn, Frederick. |
| Commissioner, Buckeys- | 26. Mrs. Marion K. Green, Fred- |
| town. | erick. |
| 4. Cyrus F. Hoak, School Com- | 27. Margaret E. Duvall, Fred- |
| missioner, Myersville. | erick. |
| 5. Wm. T. Morseil, School Com- | 28. Mary H. Burger, Frederick. |
| missioner, Frederick. | 29. Bertha Trundle, Frederick. |
| 6. Dr. C. L. Wachter, School | 30. Charlotte T. DeLashmutt, |
| Commissioner, Sabillasville. | Frederick. |
| 7. John T. White, County Super- | 31. Maude T. Lewis, Jefferson. |
| intendent, Frederick. | 32. DeWitte T. Free, Thurmont. |
| 8. S. N. Young, Assistant Super- | 33. J. Page Morgan, Smithsburg, |
| intendent, Frederick. | R. No. 4. |
| 9. Ella V. Krieg, Primary Su- | 34. Clarence M. Reddick, Walkers- |
| pervisor, Frederick. | ville. |
| 10. L. D. Crawford, Lantz. | 35. Emma R. Garratt, Frederick. |
| 11. Anna Wolfe, Union Bridge. | 36. Miss Frances E. Rowe, Fred- |
| 12. E. Clyde Duvall, Myersville. | erick. |
| 13. Thomas G. Mumford, Brad- | 37. B. Lucy Adelsburger, Emmits- |
| dock Heights. | burg. |
| 14. G. Pearl Thomas, Bartholows. | 38. Ella Reddick, Walkersville. |
| 15. Cordelia Summers, Jefferson. | 39. F. R. Neighbours, Buckeys- |
| 16. R. J. Ridgley, Myersville, | town. |
| 17. B. F. Hildebrand, Woodsboro. | 40. Kate V. Summers, Myersville. |
| 18. Anna Rowe, Emmitsburg. | 41. Edna Mock, Middletown. |
| 19. Carrie Rowe, Emmitsburg. | 42. Edna Lighter, Middletown. |
| 20. Eva Rowe, Emmitsburg. | 43. Blanche E. Kefauver, Fred- |
| | erick, R. No. 5. |

44. Columbus W. Haupt, Myersville.
45. Sallie J. Fisher, Emmitsburg.
46. R. E. Kierny, Middletown.
47. George W. Manahan, Sabillasville.
48. Clara E. Reddick, Walkersville.
49. Edna Neighbours, Buckeystown.
50. Ida M. Reinhart, Hanisville.
51. S. Margaret Taylor, Libertytown.
52. Opah R. Kefauver, Middletown.
53. Naomi Kefauver, Middletown.
54. Maude Grabille, Walkersville.
55. Ruth Reddick.
56. Edith Nicodemus, Walkersville.
57. Bertha Gabille, Walkersville.
58. Hattie B. Summers, Myersville.
59. Edith Lighter, Middletown.
60. Lola I. Wachter, Walkersville.
61. Virgie Humner, Walkersville.
62. Nannie Shankle, Frederick, R. No. 7.
63. G. J. Michael, Frederick.
64. F. A. Mohler, Frederick, R. No. 2.
65. Margaret G. Rodricks, Jefferson.
66. O. Bertha Roddericks, Jefferson.
67. Ruth M. Dean, Middletown.
68. Millard J. Palmer, Frederick, R. No. 7.
69. Wm. E. Boerlus, Middletown.
70. Emory F. Stottlemeyer, Thurmont.
71. Eva I. Kelbaugh, Thurmont.
72. Lillie M. Wiene, Frederick.
73. Katherine Wiene, Frederick.
74. George L. Twenty, Jr., Frederick, R. No. 6.
75. Harry L. Mock, Middletown.
76. Katie A. Zeigler, Frederick.
77. Spencer E. Stup, Frederick, R. No. 7.
78. Clara F. Rowe, Emmitsburg.
79. Emmet C. Spottlemeyer, Myersville, R. No. 2.
80. Bessie Bell, Creagerstown.
81. Charles H. Rensberg, Brad-dock Heights.
82. Pearl A. Eader, Frederick.
83. Blanche R. Stone, Middletown.
84. Katie Murphy, Frederick.
85. Nellie M. Mateny, Frederick.
86. Alice E. Shope, Frederick.
87. Alvida B. DeLashmutt.
88. Huldah Boust, Frederick.
89. Nellie C. Garroth, Frederick.
90. E. Louise James, Frederick.
91. Katy I. Shank, Frederick.
92. Helen M. Cover, Frederick.
93. Edna Schaeffer, Frederick.
94. Orrie Schmidt, Frederick.
95. Harriet Bablig, Frederick.
96. Hattie Bell, Frederick.
97. A. C. Lutz, Middletown.
98. Lera Harshman, Frederick.
99. Anna Summons, Frederick.
100. Harry J. Kefauver, Frederick.
101. Nellie Thomas, Buckeystown.
102. E. Brent Kemp, Knoxville.
103. Gertrude Barnes, New Market, R. No. 1.
104. Myrtle B. Myers, Libertytown.
105. Mary Favorite, Thurmont.
106. Clara Favorite, Thurmont.
107. Blanche Dash, Frederick.
108. Jennye Wolfe, Myersville.
109. Mary M. Schiel, New Market.
110. Walter S. Rice, Lewistown.
111. Sadie Spurin, Frederick.
112. Earle Rice, Jefferson.
113. Irma Briggs, Frederick.
114. S. Price Young, Frederick, R. No. 6.
115. Bettie Specht, Daubbs.
116. S. Fenton Harris, Frederick.

117. Edith Miller, Frederick.
118. George L. Miller, Frederick.
119. Madge Sappington, Libertytown.
120. Cora I. Bell, Walkersville.
121. Charles L. Leacherman, Myersville, R. No. 3.
122. Herman Schwartz, Araby.
123. Charles Summers, Myersville.
124. Charles V. Wastler, Frederick, R. No. 7.
125. H. D. Beachley, Thurmont.
126. A. M. Esanogee, Thurmont.
127. M. Beth Firor, Thurmont.
128. M. Grace Henshaw, Thurmont.
129. Linnie McGuigan, Thurmont.
130. Wallace R. Beall, Libertytown.
131. Maude L. Simpson, Libertytown.
132. Martha E. Gillis, Mt. Airy.
133. Blanche E. Cover, New Windsor.
134. George O. Reffinsberger, Lantz, R. No. 1.
135. Miss E. V. Werner, Brunswick.
136. M. Chaille Waller, Brunswick.
137. Lillian Hedges, Brunswick.
138. Luella Marriotte, Brunswick.
139. Grace Mahoney, Brunswick.
140. Bertha Munma, Brunswick.
141. O. M. Fogle, Brunswick.
142. R. G. Harley, Frederick.
143. C. F. Pryor, Smithsburg, R. No. 1.
144. Katie Bargis, Frederick.
145. H. E. Hood, Myersville.
146. Grace S. Martz, Frederick, R. No. 2.
147. Ada Martz, Frederick, R. No. 2.
148. Irma Briggs, Frederick.
149. Nan A. Thomas, Adamstown.
150. Haidee V. Beard, Thurmont.
151. Minnie E. Cookerly, Middletown.
152. James C. Biehl, Frederick.
153. George W. Cecil, Walkersville.
154. Narcie A. Marriolts, Jefferson.
155. Helen Hershberger, Frederick.
156. M. H. Haupt, Middletown.
157. Beulah D. Moberly, Frederick.
158. Clara V. Jones, Libertytown.
159. George R. Stottlemeyer, Smithsburg, R. D. No. 4.
160. Kathryn Tourtie, Frederick.
161. Carrie M. Englar, Rockey Ridge.
162. D. O. Metz, Johnsville.
163. Clara I. Tettingall, Jefferson.
164. Isabel Zimmerman, Frederick.
165. E. Russell Stockman, Frederick.
166. Cleo Darnier, Jefferson.
167. Ethel I. Fogle, Walkersville.
168. Nora M. Wise, Middletown.
169. Wm. L. Brown, Frederick, R. No. 7.
170. Rose Tingley, Libertytown.
171. John W. Grove, Frederick, R. No. 6.
172. Mary Beachley, Middletown.
173. Nellie Sigafouse, Point of Rocks.
174. Estelle Whitter, Buckeystown.
175. Helen De Lachment, Buckeystown.
176. Nora M. Lay, Frederick.
177. Emma C. Devilbiss, Detour.
178. Louise C. Blum, Frederick.
179. George K. Sappington, Union Bridge.
180. Josephine Solomon, Brunswick.
181. Amon Burgee, Frederick.
182. Bertha Wiener, Bertkilsville.
183. Spencer C. Spill, Frederick.
184. Franklin Harshman, Walkersville.
185. Burwell H. Linthicum, Frederick, R. No. 6.
186. M. A. E. Biser, Braddock Heights.

187. Jesse O'Hara, Adamstown.
188. Mary P. Weigan, Emmitsburg.
189. Mary C. Ott, Frederick.
190. Hall Lee T. Ott, Frederick.
191. Mary J. Horine, Myersville.
192. Howard Bussard, Thurmont.
193. Emma La Mar, Braddock Heights.
194. Harry R. Greenickle, Myersville.
195. Ada C. Favorite, Thurmont.
196. Edith L. Fink, Middletown.
197. R. W. Pryor, Smithburg.
198. Clarence M. Phleeger, Frederick, R. No. 5.
199. Amy A. Phleeger, Frederick, R. No. 5.
200. Bessie G. Phleeger, Frederick, R. No. 5.
201. Madeline Frailey, Emmitsburg.
202. Minnie S. Keller, Buckeystown.
203. Grace R. Kefauver, Middletown.
204. A. L. Beachley, Middletown.
205. Mary J. Shuff, Emmitsburg.
206. Marie C. Lewis, Monrovia, R. No. 2.
207. C. H. Crawford, Walkersville.
208. H. C. F. Smoot, Stevensville.
209. Wm. T. Mahoney, Jefferson.
210. Margaret Dronenburg, Ijamsville.
211. George E. Castle, Myersville.
212. George L. Etzler, Le Gore.
213. Rev. I. M. Motter, Frederick.
214. R. E. Delaplaine, Frederick.
215. Ray F. Rohrer, Frederick.
216. C. Will Faut, Frederick.
217. Ira N. Thomas, Frederick.
218. Jacob Englebrecht, Frederick.
219. Lincoln C. Dinterman, Walkersville.
220. Charles W. Zimmerman, Frederick.
221. J. Stewart Amman, Emmitsburg.
222. Charles W. Johnson, Myersville.
223. John W. Holter, Middletown.
224. Markwood D. Harp, Frederick.
225. George R. Dennis, Jr., Frederick.
226. Grayson H. Staley, Frederick.
227. Edward S. Eichelberger, Frederick.
228. Jacob Rohrback, Frederick.
229. Dr. H. Boteler Gross, Jefferson.
230. J. Henry Stokes, Emmitsburg.
231. John C. Leatherman, Myersville.
232. Col. L. T. Brien, Araby.
233. Charles W. Wright, Point of Rocks.
234. M. E. Doll, Frederick.
235. Oscar B. Coblentz, Frederick.
236. Sterling B. Galt, Emmitsburg.
237. Charles H. Baughman, Frederick.
238. Fabian Posey, Frederick.
239. George C. Rhoderick, Middletown.
240. Charles K. Rhoderick, Middletown.
241. Dr. L. A. Burck, Frederick.
242. Harry E. Chapline, Frederick.
243. Glenn H. Worthington, Frederick.
244. Joseph D. Baker, Frederick.
245. Hon. John C. Motter, Frederick.
246. Hon. Hammond Yoner, Frederick.
247. D. M. Gilbert, Frederick.
248. V. H. Berghaus, Frederick.
249. W. Scholl Hersperger, Frederick.
250. L. Travis White, Frederick.
251. C. L. Munshour, Thurmont.
252. Lauretta Willard, Knoxville.
253. Lucy S. Wiehide, Middletown.

254. Ruth J. Dell, Frederick.
255. Hon. J. P. T. Matthias, Thurmont.
256. Col. John R. Rouzer, Thurmont.
257. Mary E. Shafer, Middletown.
258. Carolyn Compton, Brunswick.
259. Edgar H. M. Bride, Frederick.
260. Dr. J. H. Apple, Frederick.
261. Wm. E. Hauver, Myersville.
262. Dr. Charles E. Wheler, Frederick.
263. Katie A. Nusbaum, Frederick.
264. A. Blanche Howard, Frederick, R. F. D., No. 4.
265. Ruth H. Gilbert, Frederick.
266. Pauline Gilbert, Frederick.
267. Charles G. Remsburg, Knoxville.
268. Lena E. Stone, Middletown.
269. W. D. L. Harne, Smithsburg, R. F. D., No. 4.
270. Florence DeMuth, Thurmont.
271. Ruth Lewis, Jefferson.
272. J. Marshall Miller, Frederick.
273. Edwin C. Markell, Frederick.
274. Thomas A. Chapline, Frederick.
275. Howard M. Mhaugh, Frederick.
276. J. Travis Thomas, Frederick.
277. Wm. G. Zimmerman, Frederick.
278. A. LeRoy McCardell, Frederick.
279. F. Wertheimer, Frederick.
280. G. R. Flaunt, Frederick.
281. T. H. Haller, Frederick.
282. O. C. Wareheim, Frederick.
283. L. R. Destzbaugh, Frederick.
284. W. W. Doub, Middletown.
285. C. A. Ogle, Mt. Airy, R. D., No. 2.
286. Elizabeth Hood, Mt. Airy.
287. Susie S. Derr, Frederick, R. D., No. 4.
288. Paul Snauffer, Adamstown.
289. Charles C. Hauver, Thurmont.
290. Mae Grossnickle, Myersville.
291. Emily A. Garrett, Knoxville.
292. Mary Thomas, New Market.
293. M. V. Hoffman, Walkersville.
294. Wm. O. Wertenbaker, Thurmont.
295. Lloyd M. Kooger, Myersville.
296. J. May Bond, Keymar.
297. Edna F. Sappington, Libertytown.
298. J. Norman Harper, Hansonville.
299. J. Capin Hoffman, Adamstown.
300. Mildred Miller, Woodsboro.
301. Raymond E. Martz, Rocky Ridge.
302. Preston F. Strauss, Emmitsburg.
303. Maude Dorsey, Emmitsburg.
304. Mary T. Molesworth, Ijamsville.
305. Charles E. Bostion, New Midway.
306. Edward S. Rice, Jefferson.
307. Elsie M. Wachtel, Myersville.
308. Ada K. Hollinger, Emmitsburg.
309. Margaret Teiman, Mt. Airy.
310. Charles R. Harper, Lewistown.
311. A. Virginia Reich, Brunswick.
312. Sarah J. Reich, Brunswick.
313. Gertrude Boteler, Brunswick.
314. Louise Miller, Brunswick.
315. Katie Thomas, Brunswick.
316. Nada Unger, Brunswick.
317. Muriel Fogle, Brunswick.
318. Edith Thomas, Frederick.
319. C. B. Cox, Frederick.
320. John E. McCahan, New Market.

GARRETT COUNTY.

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|-----------------------------------|--------------------------------|
| 1. Emma F. Hamill, Mt. Lake Park. | 3. E. A. Browning, Oakland. |
| 2. Elizabeth B. Leary, Oakland. | 4. Orley Dunham, Oakland. |
| | 5. C. E. Ellithrop, Bittinger. |

HARFORD COUNTY.

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|---------------------------------------|--|
| 1. J. Herbert Owens, Havre de Grace. | 7. Anna Healey, Havre de Grace. |
| 2. C. Milton Wright, Aberdeen. | 8. Sallie Galloway, Havre de Grace. |
| 3. H. P. Porter, Snow Hill. | 9. Mabel Hyde, Havre de Grace. |
| 4. Charles T. Wright, Bel Air. | 10. Susie Nelson, Havre de Grace. |
| 5. R. W. Strawbridge, Havre de Grace. | 11. Charlotte Carroll, Havre de Grace. |
| 6. Margaret McDonald, Havre de Grace. | 12. Edward F. Webb, Bel Air. |

HOWARD COUNTY.

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|--|--|
| 1. Woodland C. Phillipps, Savage. | 8. Geraldine Waters, Savage. |
| 2. Lucy L. Radcliffe, Ellicott City. | 9. Alice Wheeler, Ellicott City, R. D., No. 2. |
| 3. Florence E. Peddicord, Ellicott City. | 10. Edith King, Annapolis Junction. |
| 4. Mrs. E. E. Saffel, West Friendship. | 11. Edna Walls, Ingleside. |
| 5. Annie E. Johnson, Ellicott City. | 12. Hazel Patterson, Emmitsburg. |
| 6. Florence Arnold, Ellicott City. | 13. Rosa L. Johnson, Highland. |
| 7. Pauline Sisk, Easton. | 14. Alice F. Peters, Laurel. |
| | 15. Emma E. Shipley, Woodbine. |
| | 16. Mary Roe, 1134 Stricker St., Baltimore. |

KENT COUNTY.

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|-------------------------------------|------------------------------------|
| 1. Marguerite E. Hersch, Rock Hall. | 5. Jeannette Gooding, Chestertown. |
| 2. Mary Etta Cooper, Chestertown. | 6. Mabel Price, Mt. Pleasant, Del. |
| 3. Rilla Wood, Rock Hall. | 7. Addie C. Gale, Chestertown. |
| 4. Agnes Lewis, Rock Hall. | 8. Supt. J. L. Smith, Chestertown. |

MONTGOMERY COUNTY.

1. Deborah J. Burdette, Burdette.
2. R. Lauck Benson, Grifton.
3. Sue Collins, Germantown.
4. Margaret Watkins, Germantown.
5. W. K. Burgee, Hyattstown.
6. Clark F. Brown, Brookeville.
7. Eva Bready, Boyds.
8. Eleanor M. Gracie, Germantown.
9. Elsie Schwering, Clarksburg.
10. George H. Lamar, Rockville.
11. Clagett C. Hilton, Barnesville.
12. Dewalt J. Willard, Poolesville.
13. Zadoc M. Cooke, Gaithersburg.
14. Milford Offutt, Germantown.
15. Roger B. Farquhar, Rockville.
16. Dr. Ryan Devereau, Chevy Chase.
17. Columbus W. Day, Mt. Airy.
18. Earle B. Wood, Rockville.
19. Edwin W. Broome, Gaithersburg.
20. Griffith Chiswell, Poolesville.
21. Ida M. Hickman, Dickerson.
22. Anna B. Hurley, Rockville.
23. Alice E. Hepburn, Rockville.
24. Roy Warfield, Rockville.
25. Stella E. Thomas, Bethesda.
26. Helen R. Riggs, Rockville.
27. M. Landella Etchison, Gaithersburg.
28. Elizabeth Defandorf, Garrett Park.
29. Blanche Fawcett, Colesville.
30. Ida Day, Silver Spring.
31. Dorothy Brooke, Sandy Spring.
32. Hadassah J. Moore, Sandy Spring.
33. Ethel Warthen, Kensington.
34. Wm. Nelson, Darnestown.
35. T. H. Aud, Gaithersburg.
36. M. Lillian Morgan, Rockville.
37. Frances E. English, Derwood.
38. Mary E. Oland, Brookeville.
39. J. Edwin Lodge, Gaithersburg.
40. Lillian England, Rockville.
41. W. T. Boyce, Sandy Spring.
42. Courtney Burdette, Burdette.
43. Effie G. Barnsley, Brookeville.
44. Lena Barwick, Brookeville.
45. T. W. Troxell, Gaithersburg.
46. Hannah M. Jones, Poolesville.
47. Lucile D. Welsh, Gaithersburg.
48. Corrie V. Devilbiss, Gaithersburg.
49. Katharine Hughes, Germantown.
50. Bessie Woodward, Gaithersburg.
51. Josephine Chaney, Laytonsville.
52. Florence Conroy, Rockville.
53. G. Aline Crowl, Dickerson.
54. Roberta Higgins, Rockville.
55. F. W. Watkins, Silver Springs.
56. Ethel Spates, Gaithersburg.
57. Ella V. Ball, Barnesville.
58. Daisy Cecil, Barnesville.
59. B. B. Cramer, Etchison.
60. W. O. Rhodes, Hyattstown.
61. Carrie M. Fults, Gaithersburg.
62. Lily B. Price, Gaithersburg.
63. V. S. Richardson, Cropley.
64. M. M. Brewer, Rockville.
65. Clarine Fletchall, Poolesville.
66. R. W. Stout, Poolesville.
67. Margaret I. Darby, Darnestown.
68. Netta E. Hammond, Gaithersville.
69. Evelyn McAtee, Potomac.
70. Elizabeth Griffith, Beallsville.
71. Amanda B. Griffith, Gaithersburg.
72. Jane Williams, Poolesville.
73. Grace Birgfeld, Linden.
74. Hattie J. Montgomery, Gaithersburg.

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| 75. Henrietta Rich, Gaithersburg. | 93. Mary C. Davis, Rockville. |
| 76. Mary E. Oliphant, 630 Windemere Ave., Baltimore. | 94. Ruth Shoemaker, Sandy Spring. |
| 77. Lillian Burnett, Rockville. | 95. Maud A. Carlisle, Gaithersburg. |
| 78. Fannie Condon, 703 14th St., S. E., Washington, D. C. | 96. Viola S. Gilles, Rockville. |
| 79. Sallie P. Brooke, Sandy Spring. | 97. Cecilio D. Kilgown, Rockville. |
| 80. Ethel Price, Derwood. | 98. Maude V. Broome, Gaithersburg. |
| 81. Isabel B. Jones, Brighton. | 99. M. Emma Offutt, Poolesville. |
| 82. Clara L. Harrison, Kensington. | 100. M. A. E. Phillips, Burtonsville. |
| 83. Mary C. Whittington, Darnestown. | 101. Charles G. Myers, Rockville. |
| 84. F. S. Horner, Rockville. | 102. Edith Lulu Ford, Rockville. |
| 85. V. F. Brewer, Rockville. | 103. S. D. Gray, Sandy Springs. |
| 86. R. M. Houghtaling, Silver Spring. | 104. D. W. Shorb, Boyds. |
| 87. Ida C. Jarboe, Poolesville. | 105. Sylva Townsend, Stephens City, Va. |
| 88. Dorothy Clum, Kensington. | 106. V. Irene Kimler, Sandy Springs. |
| 89. A. C. Pace, Washington, D. C. | 107. Elberta T. Rice, Rockville. |
| 90. Myrtle Sponseller, Boyds. | 108. F. A. Pearee, Comos. |
| 91. Edna E. Hanke, Wheaton. | 109. W. S. Ward, Rockville. |
| 92. Lillian Chaney, Kensington. | |

PRINCE GEORGE'S COUNTY.

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|--------------------------------------|---|
| 1. Elizabeth V. K. Duvall, Croome. | 5. Mr. Parren, Prince George's County. |
| 2. Lulu M. Queen, Rusidale. | 6. Prof. Thomas H. Spence, College Park. |
| 3. Bessie Gardner, Laurel. | 7. Prof. W. T. L. Taliaferro, College Park. |
| 4. Helen E. Middleton, Camp Springs. | 8. Alice McCullough, Laurel. |

QUEEN ANNE'S COUNTY.

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|------------------------------------|--|
| 1. B. R. Harley, Centreville. | 12. Emily V. Straughn, Sudlersville. |
| 2. Margaret Lockard, Centreville. | 13. Etta V. Seney, Price. |
| 3. M. Bartlett, Centreville. | 14. George M. Perdew, Cumberland. |
| 4. Anna Sparks, Sudlersville. | 15. Mary J. Vansant, Millington, R. D. |
| 5. C. H. Cordrey, Queenstown. | 16. John T. Bruehl, Centreville. |
| 6. J. B. Noble, Centreville. | 17. Mary E. Cockey, Stephensville. |
| 7. B. J. Grimes, Centreville. | 18. Anita Butler, Queenstown. |
| 8. A. E. Sudler, Sudlersville. | 19. Graham Watson, Centreville. |
| 9. Spencer Wells, Sudlersville. | 20. Mary Clark, Church Hill. |
| 10. James M. Corkran, Centreville. | |
| 11. L. M. Walters, Chester. | |

ST. MARY'S COUNTY.

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|-------------------------------------|--|
| 1. Eva Springer, Valley Lee. | 11. Mary J. Burch, Oakley. |
| 2. T. Lee Mattingly, Leonardtown. | 12. Erva Ruth Foxwell, Leonardtown. |
| 3. Elizabeth Adams, Beauvue. | 13. Alice Beitzell, Abell. |
| 4. Agnes L. Harden, Compton. | 14. Mary L. Simpson, Blackistone. |
| 5. Elizabeth Davis, Charlotte Hall. | 15. Elizabeth R. Blackistone, River Springs. |
| 6. Rosa I. Milburn, Maddox. | 16. Effie M. Miles, Pearson. |
| 7. Agnes Kennedy, Mechanicsville. | 17. Leola Graves, Park Hall. |
| 8. Lucy B. Chesley, Mechanicsville. | 18. Antoinette Jarboe, Pearson. |
| 9. Maude M. Jarboe, Oraville. | 19. M. Ethel Joy, Leonardtown. |
| 10. Dora Harrison, Charlotte Hall. | 20. George W. Joy, Leonardtown. |
| | 21. Edith M. Holmes, Leonardtown. |

SOMERSET COUNTY.

- | | |
|--------------------------------|-----------------------------------|
| 1. Ruby N. Bounds, Mt. Vernon. | 2. W. H. Dashiell, Princess Anne. |
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STATE BOARD OF EDUCATION.

- | | |
|---|-----------------------------------|
| 1. Governor Phillips Lee Goldsborough, Annapolis. | 6. Thomas H. Bock, Princess Anne. |
| 2. M. Bates Stephens, Annapolis. | 7. William T. Warburton, Elkton. |
| 3. Clayton Purnell, Frostburg. | 8. John O. Spencer, Baltimore. |
| 4. Thomas H. Lewis, Westminster. | 9. Bradley K. Purdum, Annapolis. |
| 5. Henry C. Longnecker, Towson. | 10. J. Earle Simpson, Annapolis. |

STATE NORMAL SCHOOL.

- | | |
|------------------------------|------------------------------|
| 1. Hannah Alice Coale. | 9. Fannie K. Reiche. |
| 2. Minnie Lee Davis. | 10. Sarah E. Richmond. |
| 3. Robert Leroy Haslup. | 11. Ella Virginia Ricker. |
| 4. Camilla Jones Henkle. | 12. Mary Hudson Scarborough. |
| 5. Wilhemina Wallace McLeod. | 13. Florence Augusta Snyder. |
| 6. L. Mabel Ninus. | 14. Mollie W. Tarr. |
| 7. Inez Johnson. | 15. Willis H. Wilcox. |
| 8. Ernest Ethan Race. | 16. Charles Arthur Jarquith. |

TALBOT COUNTY.

1. Hennie M. Merrick, Trappe.
2. Lena Bridges, Bozman.
3. Helen Welsh, Trappe.
4. Mrs. Annie M. E. Mason, Easton.
5. Clara F. Mason, Easton.
6. W. Neal Grubb, Queen Anne.
7. Elva W. Keithley, St. Michaels.
8. Myrtle Y. Keithley, St. Michaels.
9. Olive Henry, Easton.
10. Bertie Wright, Easton.
11. William L. Hull, Easton.
12. Bessie P. Taylor, Easton.
13. Carrie B. Smith, Easton.
14. Ella M. Smith, Oxford.
15. Miss H. L. Anthony, Oxford.
16. Ella Haddaway, Oxford.
17. Alice Haddaway, Oxford.
18. Erma B. Stewart, Oxford.
19. A. Louise Chaffinch, Easton.
20. Clara B. Price, Queen Anne.
21. Sarah Seth, McDaniel.
22. Cora Dodson, St. Michaels.
23. May M. Kemp, Trappe.
24. Ethel Kemp, Trappe.
25. M. Grace Warner, St. Michaels.
26. Ruth C. Callaway, Easton.
27. Addie M. Dean, St. Michaels.
28. Mary L. McDaniel, St. Michaels.
29. Ina Higgins, St. Michaels.
30. E. Imogene Caulk, McDaniels.
31. Supt. Nicholas Orem, Easton.
32. Dr. R. A. Dodson, St. Michaels. (President.)
33. J. McKenny Willis, Oxford. (Member of Board.)
34. Martin M. Wright, Easton. (Member of Board.)
35. Hazel S. Dyott, Easton.
36. Natalie M. Robinson, Royal Oak.
37. Edna M. Marshall, Easton.
38. H. E. Adams, St. Michaels.
39. Mary T. Brennan, Easton.
40. James B. Gibson, Tilghman.
41. Sallie R. Gibson, Tilghman.
42. L. Veda Barto, Cordova.
43. L. Adelaide Smith, Easton.
44. Sadie B. Bridges, Bozman.
45. Alice Dawson, St. Michaels.
46. Susan E. Marshall, St. Michaels.
47. Della V. Altvater, Easton.
48. Nannie I. Stevens, Oxford.
49. Florence E. Ross, Cordova.
50. Sydney S. Handy, Easton.
51. M. Beale Merrick, Wye Mills.
52. M. Ethel Cooper, Bozman.
53. Helen May, Tilghman.

WASHINGTON COUNTY.

1. B. F. Conrad, Hagerstown.
2. H. M. Lippy, Hagerstown.
3. C. E. Carl, Hagerstown.
4. J. B. Bowser, Williamsport.
5. D. Webster Groh, Jr., Hagerstown.
6. Sarah Adams, Hagerstown.
7. Laura Spiehlman, Hagerstown.
8. Edith M. Hill, Hagerstown.
9. Nellie Rohrer, Hagerstown.
10. Maude Sperow, Hagerstown.
11. Fredrika Kirkpatrick, Hagerstown.
12. Estelle Cochran, Hagerstown.
13. Mrs. Mary Rauth, Hagerstown.
14. Annie Stephey, Hagerstown.
15. Ruth Fiery, Hagerstown.
16. Laura King, Hagerstown.
17. Clara Bazel, Hagerstown.
18. Elizabeth Biershing, Hagerstown.

19. John D. Zentmyer, Hagerstown.
20. Margaret Powell, Hagerstown.
21. Elizabeth R. Keller, Hagerstown.
22. Fannie D. Eliason, Hagerstown.
23. Emma Burtner, Hagerstown.
24. Ida Watkins, Hagerstown.
25. Elizabeth Brown, Hagerstown.
26. Ella Cressler, Hagerstown.
27. Mary Kaylor, Hagerstown.
28. John B. Houser, Hagerstown.
29. H. L. Rinehart, Hagerstown.
30. Kleora A. Sands, Hagerstown.
31. Katherine Futterer, Hagerstown.
32. Mattie V. Myers, Hagerstown.
33. Bess K. Martin, Hagerstown.
34. G. W. McBride, Hagerstown.
35. Maude Hickman, Hagerstown.
36. Nellie Hoover, Hagerstown.
37. Grace Boryer, Hagerstown.
38. E. Rebecca Brown, Hagerstown.
39. Mary H. Storey, Hagerstown.
40. Madge McCune, Hagerstown.
41. Anna Martz, Hagerstown.
42. Anna M. Storey, Hagerstown.
43. A. C. Poffenberger, Hagerstown.
44. D. B. Detweiler, 15 W. Franklin St., Baltimore.
45. Ina Slaughterlauff, Smithsburg.
46. Robert Hartle, Smithsburg.
47. Victor Spickler, Clearspring.
48. Nellie Petre, Fairplay.
49. Mabel Harp, Smithsburg.
50. Helen L. Highburger, Sharpsburg.
51. Anna H. Knode, Sharpsburg.
52. Martha A. Lakin, Sharpsburg.
53. J. W. Eavey, Sharpsburg.
54. A. L. Poffinberger, Sharpsburg.
55. Maud C. Clopper, Hagerstown.
56. F. May Wishard, Hagerstown.
57. W. S. Fahrney, Hagerstown.
58. Evelyn Clopper, Hagerstown.
59. Sudie Clopper, Hagerstown.
60. Sarah Iseniminger, Funkstown.
61. S. B. Metcalf, Clearspring.
62. Nellie Lemen, Williamsport.
63. K. L. Schnebly, Williamsport.
64. J. A. Brown, Cavetown.
65. Stanley Hoffman, Smoketown.
66. Jenny Nunamaker, Hagerstown.
67. Oliver Kaylor, Hagerstown.
68. Elva Binkley, Maugansville.
69. Orpha Glessner, Maugansville.
70. Carrie Garnand, Hagerstown.
71. E. May Windus, Hagerstown.
72. Louise Ziegler, Hagerstown.
73. Ina D. Stotler, Hagerstown.
74. Beulah G. Ward, Hagerstown.
75. Lester Bowers, Hagerstown.
76. Myrtle Lowman, Leitersburg.
77. Elizabeth Speilman, Smithsburg.
78. J. Earl Troup, Hagerstown.
79. Ruth Middlekauff, Hagerstown.
80. Florence Feldmen, Hagerstown.
81. Frank D. Bell, Leitersburg.
82. J. Keiffe Funk, Chewsville.
83. Wm. M. Cearfoss, Hagerstown.
84. Charles B. Neff, Smithsburg.
85. Ione Johnson, Hagerstown.
86. F. Meale Semler, Hagerstown.
87. Susan Rannels, Hagerstown.
88. S. H. Newcomer, Smithsburg.
89. Erma Gsell, Clearspring.
90. Alice E. Edmonds, Hagerstown.
91. J. W. D. Seighman, Beaver Creek.
92. C. E. Miller, Weverton.
93. Luella Emmert, Mapleville.
94. John Masters, Smithsburg.
95. Webster Kemp, Fairplay.
96. J. G. Weagley, Hagerstown, R. D., No. 3.

97. Mary E. Eshleman, Maugansville.
98. Mary Beachley, Lydia.
99. Margaret Beachley, Lydia.
100. S. Frances Beck, Chewsville.
101. Icia L. Swartz, 187 Summit Ave., Hagerstown.
102. Bertha Hiteshow, Smithsburg.
103. Wm. B. Hutzell, Hagerstown.
104. June Shewbridge, Hagerstown.
105. Tilghman Smith, Hagerstown.
106. Vera Cost, Hagerstown.
107. Mabel Kretzer, Hagerstown.
108. D. W. Betts, Hagerstown.
109. Daysye Frushe, Hagerstown.
110. Anna Humrichouse, Hagerstown.
111. Leah Middlekauff, Hagerstown.
112. Irene Middlekauff, Hagerstown.
113. Edith Harshman, Hagerstown.
114. Flora B. Sensenbaugh, Hagerstown.
115. A. E. Sensenbaugh, Smithsburg.
116. W. S. Delauder, Hagerstown.
117. Eva V. Huyett, Hagerstown.
118. Ira V. Wishard, Hagerstown.
119. Goldie M. Reynolds, Hagerstown.
120. Maxwell Richard, Hancock.
121. Katherine Wolfe, Hagerstown.
122. Florence V. Albert, Hagerstown.
123. W. Merrick Huyett, Hagerstown.
124. E. P. Eyler, Hagerstown.
125. Emma Heironimus, Hagerstown.
126. Mrs. G. W. Miller, Hagerstown.
127. J. S. McCardell, Hagerstown.
128. Mrs. B. F. Conrad, Hagerstown.

WICOMICO COUNTY.

1. N. Price Turner, 205 Bond St., Salisbury.
2. Eva Smith, Allen.
3. Cecil F. Goslee, Salisbury.
4. Sallie J. Clash, Sharptown.
5. Clara M. Culver, Parsonsburg.
6. M. L. Stier, Delmar.
7. Maggie B. Dowlin, Clara.
8. Supt. W. J. Holloway, Salisbury.

WORCESTER COUNTY.

1. Mary H. Stevenson, Pocomoke City.
2. Zadok Powell, Snow Hill.
3. Supt. E. W. McMaster, Pocomoke City.

GENERAL LIST.

1. Dr. Henry S. West, College for Teachers, University of Cincinnati, Cincinnati, O.
2. George D. Gideon, 1722 Arch St., Philadelphia.
3. G. H. Naramore, 1209 Arch St., Philadelphia.
4. J. L. Sigmond, 26 E. Essex Ave., Lansdowne, Pa.
5. C. H. French, 75th Ave., New York City. (Ginn & Co.)
6. John H. Bader, McGaheysville, Va.
7. D. W. Anderson, Clearfield, Pa.
8. Rowland Hebden, 16 E. 40th St., New York City (Houghton Mifflin Co.).
9. Mrs. Rowland Hebden, 16 E. 40th St., New York City.
10. James L. Pennypacker, 124 N. 18th St., Philadelphia.
11. C. R. Bradford, 38 "The Ventosa," Washington.

CONSTITUTION.

Submitted to the Association at Ocean City, Maryland, June 29, 1910,
by

Dr. M. Bates Stephens,

Miss Sarah E. Richmond,

Mr. John T. Hershner,

Committee, and unanimously adopted June
30, 1910.

ARTICLE I.

NAME.

SECTION 1. This organization shall be designated and known as The Maryland State Teachers' Association.

ARTICLE II.

MEMBERSHIP.

SECTION 1. All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

SEC. 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

SEC. 3. Other distinguished educators, and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

ARTICLE III.

OFFICERS.

SECTION 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee consisting of the President as Chairman, the First Vice-President ex-officio, and three other members, elected by the Association, provided that

on the adoption of this Constitution, one member shall be elected for the year, one for two years, and one for three years. Thereafter, as vacancies occur, the members of said committee shall be elected for terms of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

SEC. 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof; appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with the advice and assistance of the Executive Committee, a program for the annual meetings and arrange for section meetings; sign proper orders drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and perform all other necessary duties, incident to the office of the President.

SEC. 3. The Secretary shall keep a record of the membership of the Association and of the proceedings of the Association and of the Executive Committee. He shall provide for the printing and distribution of the completed program, secure special transportation terms for the annual meeting, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the Superintendent of Public Instruction within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month, or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

SEC. 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present, at each annual meeting, a written report of the finances, with vouchers for all expenditures and other documents pertaining to his office, and immediately upon the expiration of his term of office shall turn over to his successor all funds, books, and other papers belonging to the Association.

SEC. 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association, between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report

from each Standing Committee annually, same to be presented to the President on or before the first day of the annual meeting. It shall make an annual report to the Association.

ARTICLE IV.

COMMITTEES AND DEPARTMENTS.

SECTION 1. The President on the second day of each annual session shall appoint and announce the membership of the following Standing Committees, and designate the chairman of each:

- A Committee of Five on Legislation.
- A Committee of Three on Educational Progress.
- A Committee of Three on Auditing Accounts.
- A Committee of Three on Resolutions.
- A Committee of Nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and serve for three years.

SEC. 2. Upon the written request of five or more members of the Association that a Special Committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such Special Committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

SEC. 3. There shall be organized upon the adoption of this Constitution, as adjuncts to this Association and subordinate thereto three departments, namely:

1. The Department of Primary Education.
2. The Department of Rural Education.
3. The Department of Secondary Education.

The Association may on resolution provide at any time such other departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

ARTICLE V.

MEETINGS.

SECTION 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by vote of the Association, and other meetings at the call of a majority of the officers of the Association.

ARTICLE VI.

ELECTION OF OFFICERS.

SECTION 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner:

The President shall appoint two tellers to collect and count the ballots. Nominations may be made and the vote shall then be taken.

The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva voce* vote record its ballot for any candidate.

SEC. 2. The President shall be chosen alternately from the teachers, and from the Superintendents and Commissioners, and upon the expiration of his term shall become the First Vice-President of this Association and ex-officio a member of the Executive Committee as provided by Article 3, Section 1, of this Constitution.

SEC. 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VII.

BY-LAWS.

SECTION 1. By-Laws not inconsistent with Constitution may be adopted by a two-thirds vote of the members present at an annual meeting and any By-Law may be suspended by a two-thirds vote of the members present.

ARTICLE VIII.

AMENDMENTS.

SECTION 1. This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS.

ARTICLE I.

ANNUAL DUES.

The annual dues of this Association shall be fifty cents.

ARTICLE II.

PRESIDENT'S ADDRESS.

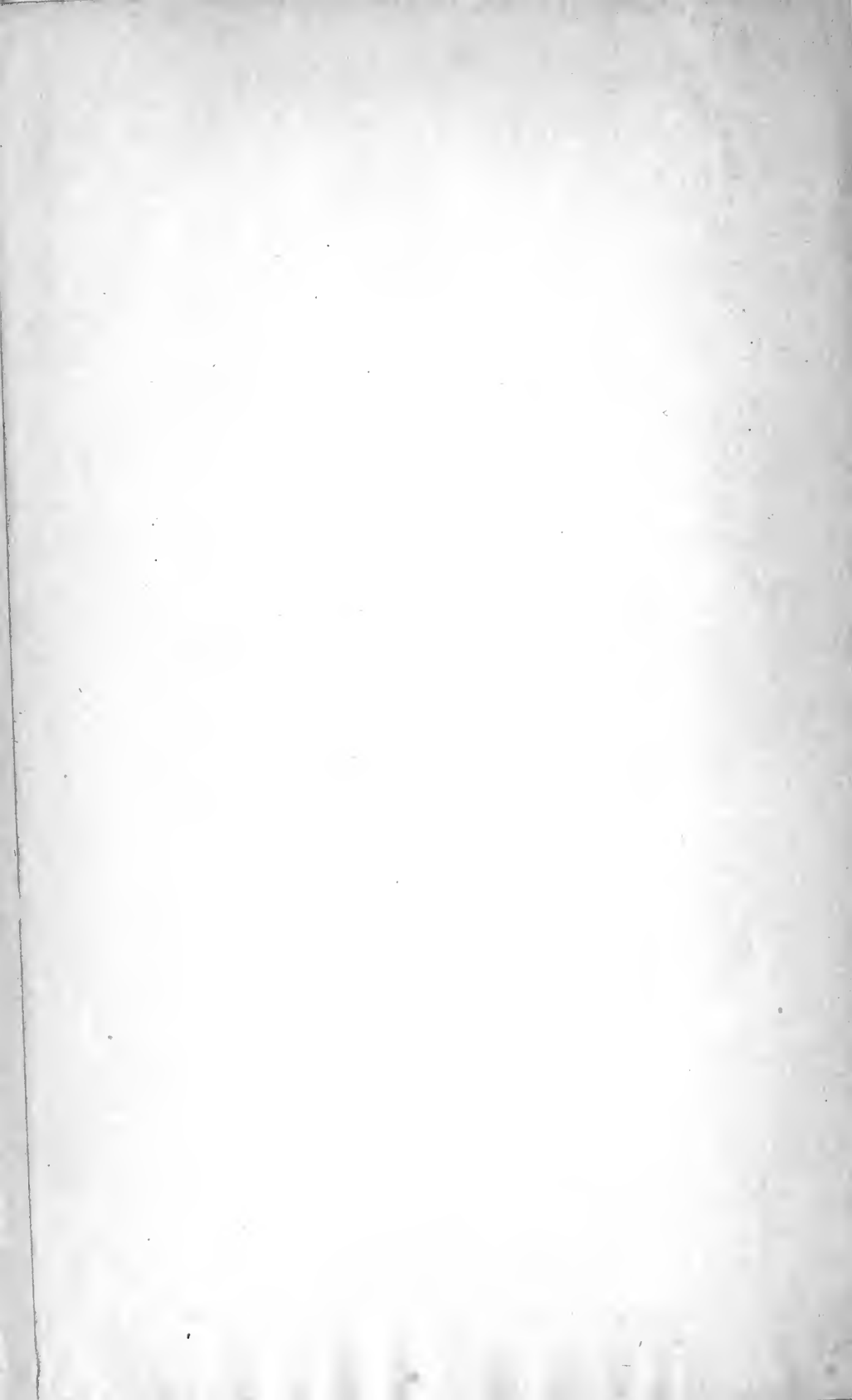
The President shall deliver an address on the first day of the annual meeting.

ARTICLE III.

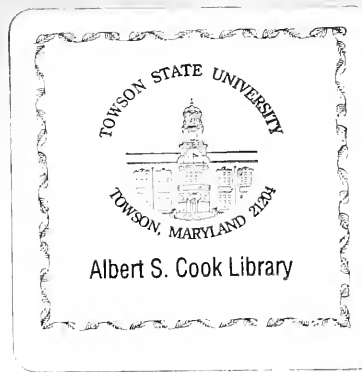
ADJOURNMENT.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned *sine die*.









Albert S. Cook Library

